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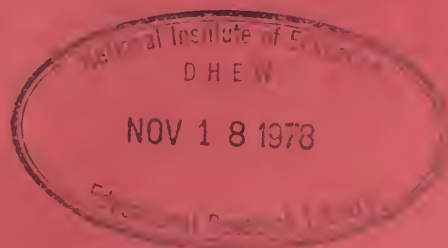


EVALUATION OF NEW YORK CITY TITLE I
EDUCATIONAL PROJECTS 1966-67

EXPANDED PREKINDERGARTEN PROGRAM

By Sydney L. Schwartz

September 1967



The Center For Urban Education
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SUMMARY REPORT

Date: July 31, 1967

Project: Expanded Prekindergarten Program

Evaluation Director: Dr. Sydney L. Schwartz
Research Associate and Instructor
Teachers College, Columbia University

NOTE: To assist in the planning of Title I projects for 1967-8, this summary was prepared after the collection of all data but before the writing of the final report. The final report will contain a complete, detailed evaluation of the project.

SUMMARY REPORT

EXPANDED PRE-KINDERGARTEN PROGRAM

The Expanded Pre-Kindergarten program, under the auspices of the New York City Board of Education, provided a half-day program to about 7,300 four-year old children in 163 schools in the five boroughs of New York City. In February 1967, as a result of additional funds, a lunch program and a family community program were added to the project.

The Evaluation

A stratified random sample of 20 schools with 38 classes and 570 pupils were selected. The evaluation team included representatives from the fields of child psychology, sociology, and social work as well as specialists in the field of early childhood education.

The evaluation team utilized standard procedures of structured classroom observations, rating scales, personal interviews, and questionnaires. These instruments, developed by the multi-disciplinary staff, were directed to obtaining objective data that would offer an overall assessment of the appropriateness and effectiveness of (a) the instructional program relative to the identified needs of the population served, (b) the physical facilities, equipment, and materials, (c) the implementation of the project.

SUMMARY OF MAJOR FINDINGS AND RECOMMENDATIONS:

The Instructional Program:

On the basis of the 1965-66 findings of the pre-Kindergarten report, there was a change in emphasis in the program from the traditional concept of "nursery school" to an emphasis on "compensatory education." The translation of this change into curriculum patterns is still in the early stages -- reflecting inadequate understanding of the educational deficits of this population as well a general lack of criteria for selecting the kinds of structured, in-school experiences that will stimulate growth in the linguistic and perceptual-cognitive skills.

As in the 1965-66 report, teachers were rated as warm, kindly, and supportive in their relationships with the children. However, the teachers did not have all the pedagogological skills requisite for the new emphasis. Even among those teachers who were given the highest rating in general teaching behavior, there was a body of correlated data indicating limited success in involving children in developmental activities on a sustained basis. Similarly, the teachers expressed a strong desire for more precise knowledge and professional skills in terms of the kinds of curricular activities that would enhance the attainment of greater linguistic and cognitive skills.

Recommendations:

A structured and intensive orientation and an in-service program for

teachers and auxiliary personnel is needed, which will specifically detail the most recent research findings describing the pattern of educational deficits of disadvantaged pre-kindergarten children. In addition, a description of a sequence of instructional activities and a pattern of teaching should be developed that will lead to optimum growth in linguistic and cognitive skills.

The majority of teachers have demonstrated their ability to relate successfully to the social-emotional needs of these children within the schools context; what they demand is greater depth and breadth in understanding methods of implementing an instructional program that is not merely a pre-mature kindergarten or first grade program. This is further indication of the extensive positive changes that have taken place over the past year.

Administration and Supervision:

Essentially, the administration of the program reflected the fact that no clear cut lines of authority exist for both administrative and supervisory decisions beyond the gross limits established by formal directives. In most cases, the principal and/or assistant principal had prime responsibility in a given school for the administration and supervision of the pre-kindergarten program. There was lack of clarity in their understanding of the goals to be achieved as well as in regard to the criteria for judging the attainment of defined goals. Although enthusiastic and interested in the potential contribution of this program, administrators evidenced considerable difficulty in dealing with the multiplicity of problems relative to the pre-kindergarten part of the early childhood curriculum. They expressed their concern with the lack of administrative time available to help coordinate the work of the professional and nonprofessional workers assigned to classrooms. The Early Childhood Education Supervisors faced the same problems of "overload." Thus all administrative and supervisory personnel reported the time consuming task of dealing with crisis situations, with little time for the development of the instructional program.

Recommendation:

A variety of suggestions have been offered from both school sources and the evaluation team to alleviate the conflict, overlapping, and lack of efficiency in achieving effective supervision of this complex program involving a large number of professional and nonprofessional personnel.

There is a strong consensus among project participants and evaluators that the type of pre-kindergarten (and kindergarten) supervisor is needed who has both the authority and the time to do the job of coordination and supervision. This will require a drastic reduction in supervisory load to one or two schools per supervisor. With the planned increase in aides to the program, the early childhood specialist needs competency and time to develop a cooperative relationship between the professionals and non-professionals assigned to the project. Under the present administrative limitations, successful development of a cooperative relationship and the development of a good instructional program cannot be achieved.

The Family-Community Component:

The findings indicate some confusion in the definition of the family-community component of this project. Although little question has been raised relative to the merits of having the family assistant assigned to the program, problems revolved around the identification of the nonprofessional and professional tasks required from her. The pattern of supervision by the school administrators ranged from neglect to interfering with the assigned job to conscientious attempts to help the family assistant fulfill her poorly defined role.

Parents expressed strong positive feelings about the experiences of their children in the pre-kindergarten program.

Recommendation:

A careful analysis of the family-community component is requisite at this time. The forty hour week assignment -- for a nonprofessional who may not be able to obtain adequate supervision -- should be investigated. Perhaps some pattern of teaming the family assistant with a social worker who has the competency to follow through on the identified problems may provide a partial solution.

Center for Urban Education
33 West 42nd Street
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EXPANDED PREKINDERGARTEN PROGRAM

Sydney L. Schwartz

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director

September 1967

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INTRODUCTION

DESCRIPTION OF THE PROJECT

The Expanded Prekindergarten Program of 1966-67 is to provide to additional four-year-old children from disadvantaged circumstances the following educational benefits:

- a. Greater opportunities for intellectual growth through development of listening-speaking skills, first-hand experiences, and experimentation with materials and equipment.
- b. Improved social, emotional, and physical development by helping the children to attain a positive self-image, and aiding in the creation of a sound attitude to school and learning.
- c. Increased interest of parents in their children's school progress, parental confidence in their children's ability to succeed, and increased home-school cooperation.

The Expanded Prekindergarten Program, under the auspices of the New York City Board of Education, provided a half day program to approximately 7300 four-year-old children in approximately 163 schools in the five boroughs of New York City. In February, supplementary funds from New York State added a lunch program and expanded the family-community program of the initial project.

The proposal described a daily $2\frac{1}{2}$ hour program to be offered to pre-kindergarten children. Groups of 15 children were to be established, with one teacher, plus additional nonprofessional personnel, assigned both a morning and afternoon group. Provision was made also for some additional social service personnel and educational specialists to be assigned to the total program (i.e., in social work, psychology, speech therapy, etc.). Supplementary funds, approved in January, added a lunch program and additional staff (teacher assistant) and implemented the family-community component via the family assistant.

Supervision of the program rested in the domain of the Early Childhood Education Bureau of the Board of Education, which had a staff of district supervisors. Direct administration of each prekindergarten unit rested in the jurisdiction of the principal and assistant principal in the assigned school.

CHAPTER I

OBJECTIVES OF THE EVALUATION

Essentially, the task of a descriptive, evaluative procedure is to obtain a body of related data that provides the research team an opportunity to assess the general functioning pattern of the program as related to project goals. Experience in the previous evaluations (1965-1966 and summer 1966) has contributed to the selection of foci for this year's evaluative task. Previous evidence of the strong interrelationship between the administrative procedures and the quality of the classroom instructional program led to a continuing emphasis on the collection of data relative to the effectiveness of administrative and supervisory activities. Similarly, previous studies have highlighted the necessity of obtaining data describing the perceptions of the participants concerning the goals, effectiveness, and the problems of implementing the project as proposed.

Despite the immense scope of the project, previous experience has shown that the essence of the Expanded Prekindergarten Program can be viewed in terms of:

- a. the instructional program in the classrooms;
- b. the total administrative and supervisory structure;
- c. the family-community component.

This is an operational segmentation, arbitrarily selected on the premise that a large complex program needs a structure for evaluation which is general enough to accommodate the variety of interdependent factors, yet specific enough to isolate those strengths and weaknesses which allow for the identification of needed changes in design and implementation.

This study was designed, instrumented, and executed from the perspective of a continuum of such studies¹ to facilitate a meaningful appraisal based not only on a given time period, but on an overview of the total sequential program.

¹Castiglione and Wilsberg. The Expansion of Kindergarten Instruction and Programs in Disadvantaged Areas of New York City, 1965-1966, New York: Center for Urban Education.

Schwartz. Preschool Child Development Centers in Disadvantaged Areas of New York City, Summer 1966, New York: Center for Urban Education.

CHAPTER II

METHODOLOGY AND DATA COLLECTION

Part I - Selection of the Sample Population

A stratified random sampling procedure was employed in the selection of representative schools participating in the Expanded Prekindergarten Program in New York City.

The initial proposal described the establishment of 277 positions in 163 schools (Table 1). However, these gross figures were delimited to 227 positions in 132 schools by virtue of the following nonstandardizing factors:

- a. cancellations;
- b. opening date after October 15th;
- c. housed in auxiliary facilities due to construction problems;
- d. involvement in curriculum research activities of colleges, foundations, etc.

Therefore, at the time of the design of the research the standard population was 227 positions in 132 schools serving approximately 6,800 four-year-old children in the five boroughs of the city. Based on this standard population, a stratified random sample of 20 schools (15 per cent sample) with 35 (15 per cent sample) prekindergarten programs serving approximately 500 children² located in four of the five boroughs (Richmond County was excluded from the sampling³) were selected.

²While the percentage of children observed was under ten per cent of the population, the 15 per cent sample of schools and teachers was deemed adequate for evaluation purposes.

³As in the summer 1966 study, "Preschool Child Development Centers in Disadvantaged Areas of New York City," S. Schwartz, Richmond County (Staten Island) was excluded because of its physical separation from the other boroughs....there were no crucial differences to be found there that were not represented in other boroughs, p. 5.

In the selection of the sample the following information was available to the research team:

1. the number of schools in each Board of Education school district providing prekindergarten programs;
2. the number of prekindergarten classes in each school;
3. the duration of existence of the prekindergartens in the given schools (i.e., year initiated);
4. prior knowledge of a high density of target population children (Preschool Child Development Center Evaluation, summer 1966);
5. knowledge of schools included in the evaluation of Preschool Child Development Centers (1966 report, p. 6).

Based on this knowledge, the following factors were taken into consideration in the selection of the sample population⁴:

1. a statistical representation of those districts with the greater number of prekindergarten programs;
2. a selection of schools from remaining districts that complemented the initial part of the selected sample in terms of diversity of ethnic population and representation of the high density poverty areas that crossed school district lines;
3. a balance between new programs and existing programs;
4. a representative group of schools with a varying number of pre-kindergartens in each school.

Part II - The Multi-Disciplinary Team (Evaluation Project Staffing)

The previous experiences of developing an evaluational procedure utilizing the competencies of specialists in the related social science fields led

⁴Repeat from sample, summer 1966: In order to alleviate the pressures on public school personnel accruing from continual evaluations, an effort was made to avoid those schools which were included in the summer sample when equivalent schools were available.

to a decision to continue this multi-disciplinary approach in the ongoing evaluation. The complementing of a basic team of early childhood specialists with the educational and experiential resources of a psychologist, sociologist, and a social group worker was deemed indispensable in the evaluation of a complex educational endeavor with its unique community component.

Part III - Instrumentation

The major concerns of this evaluation of the Expanded Prekindergarten Program were functionally delineated into a three-fold approach to the total project. The three major categories to be explored were:

1. the ongoing classroom programs;
2. the administrative and supervisory structure and procedures;
3. the family-community component⁵.

Crucial to the validity of the total evaluation procedure is the instrumentation designed not only to elicit and record data in an organized fashion, but to structure observations and evaluations for the participants. A high degree of objectivity was sought through the various forms of instruments utilizing multiple procedures to secure data which could be cross-checked on various levels (Table 2).

The instruments which were developed grew out of the experience of the evaluation process which made possible:

1. a refinement of existent instruments;

⁵The family-community component was an addition to the original research design made possible by the supplementary funding of the original program.

2. the build-up of deficit areas which were identified in the 1965-66 and summer 1966 studies
3. an essentially consistent professional evaluation team with experience, knowledge, skill, and insight into the multi-faceted aspects of the instruments, observations, and evaluations.

In addition, the degree of reliability obtained was further heightened by: (1) the pre-testing and post-testing of the various instruments from the ongoing research; (2) the orientation procedure, prior to the initiation of the evaluation, in the use of the forms; (3) the multi-visitations called for by the research procedure, and the ensuing staff meetings which resulted in additions, alterations, and deletions in the instrumentation.

The continuity of the professional interdisciplinary team of Early Childhood Education specialists, a psychologist, social worker, and sociologist provided a level of inter-observer reliability which was substantiated through the evaluational checks built into the evaluation design.

The continuity of the data analysts in the ongoing evaluation process served as a further reinforcement of the counter checks on reliability ratings.⁶

The instrumentation took the form of:

- a. identifying data forms
- b. observational recordings
 1. descriptive devices
 2. evaluational ratings
- c. personal reports
 1. interviewing schedules and questionnaires
 2. self-reporting instruments

⁶The summer 1966 report and the current study were jointly authored by the Research Director, and the Sociologist, S. Schwartz and G. Schusterman.

The identifying data forms⁷ were utilized to build a cumulative body of information to serve as a basic check on the total structure of the program, the staff, the physical facilities, attendance and attrition, and the ethnic composition of the community. This was to facilitate an understanding of the components of the program in context.

The observational instruments to record the primary observations of the evaluation team were used as an organizing and standardizing device for those classroom observations specifically focusing on aspects of teacher behavior, children's behavior, and curriculum content. This was directed toward shedding light on the emergent patterns.

The personal reporting techniques employed took the form of:

1. interviews, conducted and recorded by the evaluation team members;
2. instruments designed to be distributed to specific respondents (i.e., classroom teachers) to elicit their personal perceptions and to be recorded by them.⁸

Collection of data in the three major categories were structured in the following way.

⁷The following instruments utilized for this aspect of the data collection to be found in Appendix B:

Staff Data (Work Sheet)
 School Data Sheet
 Staff Data: Vita
 Attendance and Attrition

⁸The self-reporting instruments additionally serve to provide a further reliability check on eliminating the possibility of second party selective recording.

A. Assessment of the Ongoing Classroom Program⁹

The instrumentation of this aspect of the evaluation design was directed at focusing on the teacher and the children in action. Special emphasis was placed on teacher-child interaction for the purposes of describing the emotional-social environment and the existent level of intellectual stimulation.

The instrumentation further took into consideration the physical room arrangement, lay-out, equipment, and traffic patterns as they affect the total classroom program.

B. The Administrative and Supervisory Structure and Procedures¹⁰

On the administrative level, focus was placed on developing a descriptive body of information of the hierarchal line in terms of:

1. the decision-making function;
2. role and responsibility;
3. channels of communication.

The instrumentation dealing with in-school administrative personnel was designed to elicit data on:

1. the in-school administrative structure;
2. the perceptions of these administrators of the needs of the programs.

⁹The following instruments utilized for this aspect of the data collection to be found in Appendix B: Summary of Children's Behavior, Teacher Walk, Room Freeze, General Summary: Teaching Behavior, Children's Language Patterns, Observed Daily Schedule, Comments, Initial Teacher Interview, Housing and Equipment, Classroom Content, Teacher Questionnaire, Curriculum Inventory, and Teacher Interview.

¹⁰The following instruments utilized for this aspect of the data collection to be found in Appendix B: Principal Interview, Assistant Principal Interview, Early Childhood Education Supervisor Interview, and Comments by the Interviewer.

On the supervisory level, interviews with Early Childhood Education supervisors were directed toward:

1. obtaining descriptive data of the patterns of supervision;
2. perceptions of orientation and in-service educational programs;
3. strengths and weaknesses of the total program as implemented this year.

C. The Family-Community Component¹¹

This aspect of the Expanded Prekindergarten Program was funded in mid-year along with the lunch program¹² as an addition to the original program proposal. The instrumentation was designed to obtain a body of total descriptive data relative to the extent to which the proposed program was developed in the limited time available.

Such information was sought as:

1. the family assistant's perception of his role, responsibility, and effectiveness;
2. the perceptions of the prekindergarten personnel regarding parental interest in the program;
3. parental attitudes toward the school.

¹¹The following instruments utilized for this aspect of the data collection to be found in Appendix B: Family Assistant Interview, Parent Interview, Comments by the Interviewer.

¹²The funding of the lunch program was to provide a well-balanced noon meal for the children participating in the program.

CHAPTER III

SUMMARY OF THE FINDINGS

As stated in the initial introduction, the findings of the evaluation are being considered from the perspective of a continuum. The Expanded Pre-kindergarten, Kindergarten Report of 1965-66 and the 1966 Summer Report of the Child Development Centers offer a series of findings and recommendations to which this study is now added. Each successive examination of the Title I (and OEO), New York City Board of Education Early Childhood Projects is perceived as part of an ongoing endeavor to shed greater light on our understanding of better ways to increase success in achieving the goals of compensatory education for the target population. As a result, many of the stated findings of this 1966-67 program will be directly related to past experience, describing not only the current project, but also the trends, either static or changing, positive or negative, over the two year period.

The summary of the findings is divided into three major categories:

- I - The Classroom Programs
- II - The Administrative Structure
- III - The Family-Community Component

Although all facets of the Expanded Prekindergarten Program are integrally functioning parts, some arbitrary segmentation was essential. As described in Chapter II, the development of the instruments required a gross division of the aspects of the program in order to more carefully describe the discrete parts. It was also necessary to begin to consider which factors within the program can be identified as crucial to the success of the program and which factors, though important, appear to have a less comprehensive impact

on the total project. In describing the current findings, an attempt will be made to identify those parts of the program which can be delineated as crucial and therefore demand more careful attention in order to achieve a higher degree of success.

I. The Classroom Programs

The findings and recommendations in this section are derived not only from the observational instruments, questionnaires, and interviews described in Chapter II, but also from the current research available at this time dealing with the characteristics and educational needs of children from the inner city, most commonly referred to as "disadvantaged."

The classroom programs include the total set of experiences offered to the children under the direct supervision of the teacher. Although not necessarily an immediate aspect of the classroom program, a summary of the facilities, equipment, and materials is also reviewed within this category. Despite the fact that the provision of space and teaching tools is frequently considered an administrative function, the interdependent nature of the teaching task and the teaching tools directed this pattern of reporting.

Analysis of the classroom programs was perceived in three contexts:

- (a) those patterns of teaching behavior and children's responses that relate to the children's feelings as "school children," participants within the school setting,
- (b) those patterns of teaching behavior and children's responses that relate to the development of linguistic and cognitive skills and concepts, and
- (c) the provision of space and materials for learning.

A. The developing ability of children to participate and to function within the school setting.

In the past, the most successfully described parts of the experiences for the four and five year old children has been in this specific area, as reflected in the high ratings for teachers as warm and supportive.¹³ Children's responses to the authority figures were also rated comparatively high on a scale from negative to positive.¹⁴ In both previous reports, the comments were summarized in the following way: "School was a happy place to which to come and to participate."¹⁵ Teachers have previously demonstrated their strengths in being able to develop in children a feeling of belonging, being accepted, and being respected as independent persons with unique interests and competencies.

A comparison of the ratings on teaching behavior from the summer 1966 report and this school year report (Table 3), describe an even greater success in this area. On the continuum scales of "harsh-kindly" and "supportive-rejecting," a significant increase is noted in percentage of teachers rated above the average mark.

Correlated data supporting these ratings are found in the assessment of children's behavior in the category dealing with expressed attitudes toward the teacher as the authority figure (Table 4). Again, a significant increase toward the positive end of the scale is recorded in a comparative perspective.

¹³Schwartz. "Preschool Child Development Centers in Disadvantaged Areas of New York City," summer 1966, Center for Urban Education, p. 52.

¹⁴Ibid, p. 52.

¹⁵Ibid, p. 50.

Illustrative observer comments are offered:

The class is run like a good, all-around, permissive nursery school. There is a warm, harmonious, nonpunitive, respecting atmosphere; supportive and aware adults; opportunity for social growth; encouragement and help in becoming both independent and part of a group; freedom with use of materials.

The teacher provides an easy atmosphere. Children are enthusiastic but she does nothing to stimulate or direct growth.

The children were very free and relaxed and there was an atmosphere of warm acceptance in the room.

Those teachers who rated average or below average in that pattern of teaching behavior that establishes classroom atmosphere, represent the ever-present problem of teacher selection. The decrease (Table 3) in percentage of teachers at this low end of the range from the summer to this year is a positive sign. However, the existence of 20 per cent of the sample demonstrating less than acceptable supportive relationships with children is judged a measure of inadequacy in the program. If this percentage figure is applied to the total group of participant children (based upon the applied concept of sampling) this means that approximately 1,350 children were experiencing less than adequate quality teacher-child relationships within the school setting.

This existence of 20 per cent of the sample at the low end of the range does not obviate the conclusions drawn that the prekindergarten program has attained an even higher level of success in realizing one of the original goals of the project: the establishment of a positive attitude toward school.

One aspect of viewing the process of developing "comfort" within the school setting has been a consideration of the way in which children relate

to the routines of the program (i.e., clean-up, toileting, snack periods). Table 4 offers comparative statistics in this realm. It is to be noted that there is no significant change in the findings from the summer report and this school year report in relation to the ways that children respond to the routine periods. A concern exists in interpreting this static situation: a reassessment of the basic import of children's responses during routine periods is indicated. Educators generally assume that the pattern of behavior of children in dealing with routine periods reflects their feelings of "comfort" in the school environment, i.e., children who evidence a high degree of self-direction can be described as having developed an excellent sense of belonging within this setting, and children who display resistant and/or compliant (obedient) behavior have a limited sense of belonging. With the apparent discrepancy in pattern change in relationship to the authority figure and relationship to routines, there is a need to perceive this behavior in another context. Does the behavior of children during the routine parts of the program reflect their interest in, and awareness of the sequence of activities concurrent with a sense of belonging? Or does it, in effect, reflect their inherent immaturities in dealing with sequence as related to their cognitive development? Although the higher frequencies of rating occurring at the upper end of the scales in both categories (Table 4) indicate a positive relationship between attitude toward authority figures and school routines, the discrepancy in upward movement does imply that other factors must relate to this second category. If, in fact, children's response to routines do relate to their cognitive development, a change in the way teachers perceive their role during these periods

is indicated. Applying an instructional teaching pattern which helps children deal with sequence and order in the environment is warranted.

B. Stimulating the development of the linguistic and cognitive skills and concepts of children.

The generalizations made about the specific instructional settings observed are drawn from (1) the classroom observational data including both children and teacher, (2) the interviews, and (3) the questionnaires. However, in the estimate of the evaluating team the most significant data on the curriculum is gained from the classroom observations.

Analysis of this data is directed by the professional judgments of the observers and the currently developing theory with its implications for curriculum. One of the most recent publications summarizing the concerns of educators relative to the target population cites the following:¹⁶

Characteristics of the disadvantaged child as compared to the advantaged child...fewer interests; their form of communication...tends to consist mostly of gestures, sounds (nonwords) and local words. Just as he has inadequate linguistic skills of expression, so has he inadequate linguistic receptive skills. He does not hear sounds as we pronounce them. He tends to "close out" many noises around him (including the teacher's voice).¹⁷

The disadvantaged child has experienced no logical pattern in life; things just happen...his previous experience has been one of disorder, lack of sequential planning.¹⁸

The summary of these two authors represents, in general, the latest findings concerning the target population, and describes a direction for

¹⁶Loretan, J.O and Umans, S., Teaching the Disadvantaged, Teachers College, Columbia University, 1966.

¹⁷Ibid, p. 4.

¹⁸Ibid, p. 14.

compensatory education. The poor achievement in linguistic skills leads current theory toward the goal of stimulation of appropriate language usage through interest-centered activities of the youngsters. Although many research programs are experimenting with a variety of task-oriented activities that will enhance this development, they direct their attention to increasing verbal input and output in the process of "doing."

Compared to the summer, teachers were rated higher in patterns of teaching relative to intellectual stimulation and verbal output (Table 3). However, there is still a residual deficit in this part of the teaching pattern as compared to the teaching behavior relative to the human relations factor.

In the interpretation of the rating for verbal behavior, it is important to note that the observers questioned the impact of the teacher's verbal output. In a number of classrooms, where the teacher was observed talking to the children frequently and at length, observers reflected that this pattern of teacher verbalization represented a continual stream of spoken language unrelated to the ongoing interest of the child. Conversations often appeared to interrupt concentration rather than enhance communication skills. This continual flow of words into the general classroom was questioned as to its effect on the reinforcement of the "tuning out" pattern that has characterized the disadvantaged child.

Those standard parts of the curriculum which were selected as the major vehicles for stimulation and expansion of knowledge, skills, and understandings were story periods, discussion and project periods, and trips out of the classroom. Projects, stories, and discussions were recorded as existent if observed occurring with an adult and two or more children. Although

specific task-oriented activities also fall within this category, procedures within early childhood classrooms have generally developed such activities within the pattern of projects¹⁹ rather than as individual skill-directed learning activities. The general observational instrument designed to record children's patterns of behavior therefore did not include this additional teaching procedure (i.e., individual child-directed learning activities). It was, however, recorded in another instrument to be discussed later in this section.

The frequency with which these activities were undertaken and the involvement of the children in these activities were considered important sources for assessing the instructional program. There is no assumption made by the observing team that any one of these activities, in and of themselves, is critical to a good program. However, they represent the body of activities by which the teacher plans for the stimulation in language and cognitive fields of learning, by adding new experiences to the children's reservoir.

An analysis of the data of Table 5 leads to the conclusion that these activities (excluding trips) are deficient in the programs observed. The greatest deficit is in the development of project activities. As noted, approximately one-half the sample population had no projects during observational visits. Approximately one quarter had no discussions and/or stories.

¹⁹A project, in this report, is defined as an activity which is goal directed, structured, and involves a multiplicity of tasks in sequence with two or more children participating, i.e., seed planting, cooking, setting up a terrarium, mural work, construction.

Table 6 offers data on the number of bus trips and walking trips reported by 28 of the 35 teachers in the sample population. The judgment of "fragmented" as compared to "orderly" was made in terms of the descriptions of the goals of the trips as given by the teachers. An orderly sequence of trips was indicated when the teacher related the goals of the trip to the on-going class program or to other trips. A fragmented judgment was assigned when teachers indicated that the trip was unrelated to other activities or trips in the curricular plan. It is apparent that more teachers were able to build some orderly set of learning experiences through the planning of walking trips than with bus trips. Over one-half of the bus trip programs were judged fragmented from an instructional perspective. Teachers reported that the goals of a given trip were to "learn all about" the objects observed at the destination point (i.e., a trip to the zoo was described as an opportunity to learn "all about zoo animals").

It is important to note that there appears to have been an additional contributing factor to the problems identified with bus trips. The buses this year were reported to be available for only $1\frac{1}{2}$ hours each session. This was considered an impeding factor relative to the kinds of trips (the teachers stated) they might otherwise have planned. Requests made by teachers to combine morning and afternoon groups and use a full day for trips were, reportedly, denied.

The trip pattern which took children to many different kinds of settings unrelated to any other kind of experience with the same type of objects (animals, etc.), is judged insufficient as related to the learning pattern of children this age. Educators are currently directing considerable attention to that aspect of teaching young children that is dependent upon an orderly and sequential exposure to learning opportunities, in a structured situation.

Further support of the judgment of inadequate instructional programs is gained from the comparison of ratings describing the children's involvement with materials during the play periods (Table 5). The decrease in percentage of programs in which children were involved with materials at the maximum level (first to second visit) indicates a lack of effective and meaningful stimulation. This is not to imply that these programs were judged at the other end of the continuum. The data, however, lead to the conclusion that the same pattern of moderately effective intellectual stimulation exists as was described in the two previous evaluations.

The most poorly achieved goal (of these programs) was that of developing the children's ability to think and reason.²⁰

Two additional sets of data further illuminate the instructional program: (1) the curriculum inventory filled out by the participating teachers and (2) the observed classroom content forms. Table 7 offers a summary of the curriculum content observed by the evaluating team. It is evident that teachers were more keenly aware of the challenges to stimulate language development than any other aspect of the curriculum. The predominant instructional behavior of the teacher was that of extending vocabulary. The high percentage of life science activities recorded is misleading because the presence of an animal in the classroom was sufficient to check evidence of this type of learning situation. Observers noted frequently that the only evidence of life science activity was the presence of "one turtle" in the room.

²⁰ Schwartz. "Preschool Child Development Centers in Disadvantaged Areas of New York City," summer 1966. New York: Center for Urban Education, p. 56.

Observed content activities, or evidence thereof, in all categories except language development ranged low on the percentage scales.

In contrast, teachers reported highly developed curricular experiences in almost all areas selected for observation. They further reported that these extensive activities within the specified content areas take place daily and weekly. Illustrative activities described in the curriculum inventory indicate that teachers are well aware of the conventional kinds of experiences that enhance learning in such areas as are listed in the inventory. The most significant factor identified in analyzing these inventories was the high percentage of organized games and projects listed as compared to the limited number of activities listed for the development of basic routines and procedures within the classroom. (I.e., teachers identified games made up for the express purpose of helping children enumerate, but they failed to list activities such as counting out cups, napkins, and cookies for snack periods.)

Although the inventories reflected some confusion relative to what types of instructional activities foster specific learnings in the content areas, teachers generally demonstrated a better than adequate understanding of the variety of teacher-directed activities that could be effectively directed toward desired learnings for this target population.

The disparity between reported daily activities in the teachers' inventories and the observed content is difficult to analyze. Accepting the probability that observers missed some evidence of ongoing activities, it is not to be assumed that they missed recording the games and task-oriented activities as described by the teachers. Though it is also highly probable

that teachers limited the amount of organized activities undertaken with an observer present, it is still difficult to account for the significant discrepancy between the observed program and the reported program.

Illustrative comments of the observers offered for those classrooms judged as "warm," "friendly," etc., give rise to this dilemma.

Though there was great emphasis on verbal skills, the math area was neglected. Discrimination training was nil. In the physical and social sciences there was nothing...the atmosphere was lovely but there were great gaps in the program.

In this warm, comfortable classroom there were large omissions in content areas. The little teaching that could be observed was incidental, leading the observer to wonder if, in truth, it was not ACCIDENTAL.

There was a striking lack of instructional moves.

There seems to be no room in this classroom for experimenting and talking about it.

Little intentional teaching went on.

The high percentage of these kinds of comments by the observers are to be contrasted with the few times they cited an optimal kind of program. One illustration of such an observed program is offered:

This teacher was OUTSTANDING. She took advantage of all situations throughout the morning in terms of potential for learning. This she did without being didactic. For example, when getting paint out for the easel, she invited the children to observe as she mixed the paint (blue and light blue), asking the children to talk about what they saw, rather than telling them what they were seeing. She used routines well to help the children develop independence, reminding them of procedures without seeming to give directions or commanding them. She did not ask questions in group discussions or instructional periods that the children could not bring some response to -- that is, she showed them something, told them something, or did something and then asked for a response.

In the opinion of the evaluating team, the diminishing involvement of the children in play activities and the pattern of involvement in the organized periods lends support to the validity of the recorded observations. If, in fact, the teachers were carrying on the extensive activities described, it is doubtful that they were undertaken in a manner that genuinely involved and stimulated the children toward the intended goals. The total program appears to suffer from a similar unrelatedness or fragmentation as illustrated in the analysis of the trip program.

In the interviews with teachers regarding their feelings about in-service educational programs (Table 8), the high percentage of teacher-requests for workshops on content headed by subject matter specialists is evidence of the teachers' awareness of inadequacies in the instructional programs. Several comments from teachers further focused the confusions surrounding the question of what is considered an appropriate curriculum content for these youngsters.

Shall we run a regular nursery school program or shall we run a regular kindergarten program?

They tell us that the nursery school program is not enough, and that these prekindergarten programs are not to duplicate kindergarten programs. What's left?

If we let these children play and enjoy the materials, we're "baby sitters" and then if we try to develop instructional activities, they say we're teaching kindergarten -- the kids will be bored next year. No matter what we do, it's wrong.

C. The provision of space and materials for learning.

A brief summary of the findings relative to the teaching tools contributes to an understanding of the developing instructional program. The table of observed equipment (Table 9) offers some data. However, it is to

be noted that many teachers who complained about the lack of supplies, and/or late deliveries had supplemented the classroom equipment by getting donations, borrowing from other classrooms, and/or bringing in their own materials. The descriptive data in this area is not totally reflective of materials provided by the Board of Education. The existence of materials in the classroom does not indicate to any degree how, and under what conditions, the materials were utilized. However, it is important to note that the science area appeared to be most neglected. The woodworking area was also neglected, but in this case there is some indication that this was due to the teachers' lack of familiarity with the type of activity rather than lack of materials. Woodworking benches were frequently used as book tables, teachers' desks, or science tables. Teachers commented that they didn't "trust the children with the tools."

Two other significant deficits in the equipment were the props for adult male play and the more currently developed tools for language development (i.e., tape recorder and flannel boards).

No major conclusions are drawn relative to the equipment in these classrooms. Additional equipment, with appropriate guidance to the teacher in its use, is desirable. Effective utilization of existing equipment could make a major difference in these programs.

In summary, all data leads to the conclusion that the design for the instructional program, though improved over previous programs, remains the weakest part of the total curricular experience. Teachers express the need for help in this area and the insufficiency in observed content supports their feelings that they need help. Though they apparently are more aware of the instructional needs of the target population than was found previously, they need to develop and refine their skills for initiation and guidance of appropriate activities, in context and in sequence, in the daily programs.

II. The Administrative and Supervisory Structure

The data obtained relative to the administrative structure were accumulated through a series of interviews of all key administrative and supervisory personnel as well as of the classroom teachers.

Each time an analysis of an administrative plan is undertaken, a major consideration has been the efficiency of that structural plan. This efficiency stems from the clarity of the hierarchial structure for decision making and the assignment of role and responsibility. This efficiency is simultaneously dependent upon the congruency of perception of the goals and procedures of the program for the total body of personnel assigned to implement the program at the upper end of the hierarchy.

Due to the interdependent nature of these two facets of the administrative construct, no attempt will be made to discriminate between the assignment of roles and the perception of goals as determining factors in the problems that were identified through the course of the evaluational procedure.

The primary finding of the evaluation was that no precise hierarchy could be described. There was no predesigned pattern to the authority structure that could be ascertained. Though the Early Childhood Bureau established basic outlines for the program implementation, an orderly examination of the administrative procedures was found to be extremely difficult. Board of Education decisions were made concerning the number of classes per school, the size of classes, the allocation of monies for the hiring of specified personnel, the assignment of a district supervisor, and the purchase of materials for the classrooms. However, the factors of high variability, not prescribed by the Board, were (1) the selection of the prekindergarten staff,

(2) the assignment of tasks for this body of personnel, (3) the decisions for enrollment, (4) the assignment of an administrative decision-maker, and (5) the in-school supervisory procedures.

Table 10 lists the administrative person who was reported to be supervising the programs within each given school in the sample. However, the evaluating team noted that frequently this was a titular post, having little relevance to the actual procedures. Approximately one-half of the schools were reported to have the assistant principal supervising the prekindergartens. The rest reported a sharing of this role between the principal, assistant principal, Early Childhood Education supervisor and an arbitrarily selected "head teacher." The most revealing comments (one-third of the sample) indicated that neither of the two school administrators was actively concerned with these classes, serving the youngest groups in the school. The amount of time reported to be given to supervision is also indicative of the confusion existent in this area. Over one-half of the school administrators reported spending less than ten per cent of their administrative time supervising the prekindergartens. In addition, there was an apparent lack of communication between the two administrators reflected in contradictory statements concerning the amount of time spent on supervision of the prekindergartens.

The problems resulting from the lack of definition of the hierarchial structure, although extensive in numbers and diverse in nature, have two common threads:

1. the major utilization of administrative time was "crisis oriented,"
2. frustration, anger, and/or hostility was evident between the members of the staff of certain schools.

A summary of the findings from the principal and assistant principal interviews offers clear illustrative evidence of these two common threads. The multitude of needs cited, with little reference to a consideration of who is responsible for planning to meet these needs, illustrates the core problem.

Administrators' Perceptions of Program Needs

1. Articulation between the prekindergarten program and the rest of the early childhood curriculum:

The prekindergarten and kindergarten curriculum overlap.

A kind of structure should emerge that grows out of the pre-kindergarten and is not a repetition of this first school experience.

A specific plan for articulation upwards as well as continuity.

2. A clear delineation of the role and responsibility for each person assigned to participate in the classroom:

The aides had nothing to do many times and refused to help in other parts of the school.

There are too many adults in the classroom.

Clashes between the professionals and nonprofessionals take much too much time.

Internal tensions and jealousies within the total staff of the prekindergarten are exorbitant time wasters.

There is an overabundance of people in the classroom who do not have clearly defined responsibilities. We need all these people, but they are not put to best use.

We need a role differentiation between the Family Assistant and the Family Worker.

The role of the para-professional is ill-defined.

3. More clarity on appropriate curriculum content for the prekindergarten:

We need more discipline and structure in the prekindergarten.

I would like to see developed special materials for the pre-kindergartens; materials that are found only in the prekindergartens -- not even in the kindergartens. We need more research to determine the goals of the prekindergartens and the materials to meet the goals.

The program needs more structure.

We need an expansion of the curriculum for these programs.

We need curriculum guides.

I would like to see more skill work in the prekindergartens.

...need more structure: children need vocabulary, routines, and not just 'tender loving care'.

...teachers don't know enough about the job to be done.

I have a strong feeling about learning, and the teachers want to be 'baby sitters'.

Teachers don't do enough REAL teaching.

4. Standardization of administrative and supervisory procedures toward the goal of developing more effective programs:

What is the role of the principal in these programs? I don't know.

The Early Childhood Education supervisor did not come (to this school) once this year. We need her.

I'm not really an early childhood person, so I don't really know how the programs are doing.

This program needs more direction and organization so we don't waste so much time on the continual crises.

5. Improvement in channels of communication, based upon a common understanding of the goals of the program for the purpose of expediting changes and adjustments where indicated:

"We need in-school meeting time for the prekindergarten staff."

The assistant principal should be included in the in-service programs.

What are the goals of this program? To give work to the unemployed or to teach these young children? This question must be answered.

The school should return to its original role as an educational institution and not a social service agency.

Additional comments in this category reflect a widespread divergence of opinion concerning the conceptual view of the meaning and intent of the pre-kindergarten program. These comments, by virtue of the contradictory nature of the recommendations for change, reflect considerable confusion in understanding the theoretical construct guiding the development and implementation of the project.

Recommendations included: more personnel, less personnel; more meeting time, less meeting time; larger classes, smaller classes; full day programs, cut out lunch program; more social services made available, eliminate social service activities; eliminate the nonprofessional, add more nonprofessionals; eliminate the family-community component, increase activities in community relations.

6. Continuity based upon dependable funding in advance:

The essence of the responses in this area reflect a genuine concern for the problems that result from the tentative nature of the funding. Loss of adequately prepared nonprofessionals who could not wait for funding to occur was cited as an outstanding problem. In addition, the modification of the program midyear -- which added a lunch program and expanded the family-community program -- was frequently cited as a disadvantage rather than an advantage, basically due to poor timing.

Generally, in-school administrators expressed varying forms of resentment and frustration in facing the task of accommodating these programs within the existing structure. They responded to the task by:

1. apparently ignoring the existence of these programs;
2. spending varying amounts of time directed to aiding and assisting the programs;
3. making decisions that directly violated the project proposal.

In approximately 25 per cent of the schools the neglect of the programs (point one above) was ascertained by the administrators' statements checked against teacher statements. When there was a congruence of response referring to a lack of contact between the two roles, the judgment of "neglect" was applied.

Those administrators who reported a strong interest in, and concern for the programs stated that lack of time and the multiplicity of problems in implementing these programs prohibited them from directing any effective attention to the instructional programs. They expressed genuine concern for this deficit.

At the other end of the continuum, there was a body of administrators who were reportedly "blocking" the program. This impeding of the program was reflected in (a) assignment of nonprofessionals to duties unrelated to the prekindergarten, (b) refusal of permission to take trips, (c) requesting weekly "plan books" which specify instructional activities (pressure to begin, in prekindergarten, the reading-readiness programs of the kindergarten level), (d) utilizing equipment and materials earmarked for the prekindergarten in other than prekindergarten rooms, (e) refusal to release available school space for parent activities, and (f) refusal to hire the prescribed

number of nonprofessional personnel. In one extreme case, the principal attempted to increase the enrollment above the prescribed maximum limit. Also, in one instance, the lunch program was found to be incorporated into the $2\frac{1}{2}$ hour instructional program.

It is essential to note that no value judgment was applied to this description of violations of the proposal. Rather, these violations were perceived as evidence of a lack of reasonable hierarchical structure and a reflection of the confusion that results when there is no clearly identified authority figure with the necessary allocation of time to execute the assigned task.

In-school administrators were faced with many problems that called for resolution. From their perspective, the insufficiency of administrative time and the lack of effectiveness in parts of the program required some immediate decisions. IN ALL INSTANCES where violations of the project design were ascertained, the administrators involved expressed explicit reasons for their decisions. Whether each of these decisions was a result of inadequacy of knowledge, commitment, time, or administrative skills, are not of concern. The critical concern is that violations of the proposal were extensively found and there was no recourse, in an orderly authority structure, for the participants to seek help. Similarly, the lack of congruency in perceiving the purposes and procedures of the program is deemed a crucial deficit. It is a misuse of evaluative procedure to direct attention to an analysis of problems that emerge from an insufficiency in the project design. Until the task of specifying an orderly administrative and supervisory structure is met, the multiplicity of problems will continue to occur.

Despite the numbers of problems ascertained, the majority of in-school administrators expressed the opinion that these programs should be continued (Table 10). The values perceived do indicate strong positive feelings:

From the family-community perspective:

Better relationships were developed between the homes and the school.

The community involvement was an aid to better understanding.

It engendered good will by bringing services and personnel to the schools which have long been sought and needed by the community.

It helps parents and children have a positive attitude toward the school. It is worth the investment because the school is now seen as a source of help by these people.

The school is a major social service agency now, which is good.

It is the best thing that ever happened to the school, the children, and the community.

It brings the families into the school earlier. This year's volunteers are probably a result of wide interest and knowledge due to the family assistant who moves around the neighborhood well.

From the educational perspective:

It does wonders for the children...provides a wholesome environment and food for them while in our custody.

It provides an earlier beginning for the children.

We've had it for two years and there are noticeable differences in the children who had prekindergarten and those who have not.

A great deal of learning is going on for these children. But the potential is not yet realized.

Supervision and In-service Education

The supervision of the educational programs and the planning for the in-service education was reported to be the assigned task of the Early Childhood

Education Supervisor in each district. The patterns of supervision and the extent of responsibility assumed by these district supervisors varied considerably. Some functioned as consultants, while others functioned as decision-makers. The research team judged the consultant approach, as described in interviews, as ineffectual in dealing with the complex problems.

The primary evaluative consideration is the availability of time as related to the supervisory load. A brief summary of the supervisory load is given in Table 11. All but one of the ten supervisors interviewed cited a lack of time as one of the major unresolved problems. This stated limitation appeared in the data collected from the teachers and in-school administrators. There appears to be a consensus that the Early Childhood supervisors were not fulfilling the supervisory needs of the programs. The reasons for this deficit, however, were not mutually agreed upon.

The criteria established for scheduling supervisory visits is also cited in Table 11. One-half of the supervisors scheduled visits "by need" which is judged to reflect the "crisis approach" to supervision. No orderly inquiry was made relative to the ways in which these supervisors ascertained when "need" existed. There is some indication, derived from all interview sources, that the channels of communication between the schools and the district office were limited and ineffective. Some teachers reported that they were unable to complete an initiated contact with the supervisor. Others reported that they never tried to reach the supervisor although they felt a need for help. Still others implied, but did not directly state, that they did not feel it was their "place" to seek direct help from the district supervisor. In several instances, teachers were discouraged from taking any initiative by the in-school administrative personnel. In summary,

the described "by need" criteria for visiting the prekindergartens was judged inadequate by the evaluation team. The highly restricted channels of communication prohibit appropriate flow of information that could lead to success with this pattern of supervision.

Despite the time problems, the district supervisors reported the perception of increased accomplishments this year as compared to last year. The major factor in the resolution of problems and the increased effectiveness of the programs as perceived by the district leaders was the time allocated for orientation and in-service meetings. In addition to the orientation program before the opening of school and the spring set of in-service meetings that were funded, several districts established the procedure of monthly voluntary in-service meetings. These voluntary meetings were reported to be well-attended except in those few districts where it was reported that the United Federation of Teachers exerted pressure on the teachers not to attend meetings after school hours unless compensation was made. The positive results perceived as an outgrowth of the more extensive orientation and in-service program were stated as:

- a. greater success in resolving intra-staff problems;
- b. better room arrangements;
- c. better team approach in the classrooms;
- d. improved trip program;
- e. better curriculum;
- f. smoother school opening with children adjusting more rapidly.

These meetings were also viewed positively by the teachers who consistently stated that they would like to see more meetings, better spaced, throughout the school year (Table 8). This demand for more meetings, though expressed

in diverse ways, permeated the interviews of all professional personnel.

There was a consensus that the sets of problems that could be resolved by regularly scheduled meetings including all participant personnel were those that have continued to appear in both previous evaluations. These are:

- a. unclear definition of role and responsibility;
- b. limited knowledge, understanding, and skills of the non-professionals;
- c. lack of coordinated teamwork;
- d. lack of clear definition of educational goals and patterns of implementation;
- e. competition and conflict within staff groups.

Between the fall orientation programs and the late spring in-service meetings, no regularly scheduled time was available for the express purpose of analyzing and planning for the resolution of identified problems in the programs. Though some school groups devised plans to accommodate this need, all expressed feelings that these plans were inadequate.

The unresolved problems cited by the Early Childhood Education supervisors differ little in nature from those perceived by the in-school administrators (p. 28-30).

1. Only one social worker for three schools.
 Teachers need time for staff meetings.
 Articulation poor between the prekindergarten and rest of grades.
 Foreign language interpreter needed.
 Space inadequate for prekindergarten program.
 Lack of supervisory time.
2. Need weekly meetings in school and monthly meetings in district.
 Need better team approach.
 Articulation upward poor.
 Lack of supervisory time.

3. Role of parent in program poorly defined and executed.
Lack of qualified teachers for this level.
Violation of nonprofessional role.
Jealousy of the kindergarten teachers of prekindergarten teachers
(services available to the latter and not former).
4. Greater articulation in school needed.
Lack of understanding of administrative personnel.
5. Auxiliary help not hired and/or misused.
Lack of supervisory time.
Need a special Early Childhood Supervisor in each school.
6. Supplies not delivered and/or misused.
Families late in picking up the children.
Lack of supervisory time.
7. Limited physical space.
Poor facilities.
Teachers not able to reach parents.
Young teachers do not know how to work with older indigenous personnel.
Lack of supervisory time.
8. Lack of education of parents and community re value of the program.
Lack of time for developing community relations.
9. Administrative hostility resulting from administrative overload.
Lack of supervisory time leading to fragmented supervisory pattern.
10. Administrators fail to understand goals of program.
Lack of articulation through the grades.
Irregular development of program.
Lack of space and materials.
Family-community program poor.
Lack of supervisory time.

It is to be noted that comparison of the perceptions of these two groups support statements made by the majority of personnel interviewed that the district supervisor is carrying too large a load, at too great a distance from the daily ongoing programs, to be able to clearly distinguish the patterns of problems. The fact that fewer problems were cited by these supervisors as compared to those identified by the in-school administrators is judged significant.

Interviews with the teachers further supported this reported alienation of the district supervisor from the school programs:

The ECE Supervisor is "nice." She came once and stayed a few minutes.

I only saw her once. She did help us that visit.

I did not see the supervisor this year.

These teacher responses indicate that although supervisors reported visiting all schools in the district at least once, there is evidence that the supervisors did not always have a chance to spend time in all the Early Childhood classrooms during the reported visit.

In those instances where the supervisor did spend measurable amounts of time working with a program in a school, the enthusiasm for the effectiveness of the role of the district supervisor was clearly stated.

Some Selected Aspects of the Administrative Structure

A. The target population: much discussion occurs each year as to the question of whether the target population is being served by these programs. Questions directed to this area of concern elicited the following:

Eleven schools in sample: all personnel expressed opinion that the target population WAS being served.

Five schools in sample: personnel expressed the opinion that the target population was NOT being reached.

Four schools in sample: personnel felt that the enrollment included approximately one-half of the target population and one-half more advantaged families in community.

Despite the divergence of opinion about many other aspects of this project, there was a striking uniformity of opinion in each school relative to this question.

B. The procedure for closing one Monday each month to allow for home visits: among the teachers and district supervisors there was a consensus that this procedure was an asset to the program. The school administrators had mixed reactions. The perceived values of this procedure more appropriately fall within the category of the family-community component despite the fact that this procedure was in existence before the additional funding midyear (see Part III of this chapter).

C. Nonprofessionals assigned to the classroom: although there was a reported improvement in the utilization of nonprofessionals in the classroom, this aspect of the program continues to reflect many problems leading to confusion, frustration, and/or hostility (Tables 12-15). As stated earlier, it is difficult to assess the meaning of these identified problems until some orderly supervisory structure is developed to serve these programs. It is poor practice to employ a variety of nonprofessionals to work with children without further providing some regularly scheduled weekly procedure whereby these auxiliary classroom personnel can be guided by the professionals in developing an understanding of the task, the children, their role, and cooperative procedures.

The source for selection of the nonprofessional personnel was also identified as a problem for examination. Administrators reported difficulty from three perspectives: (1) the competition for these jobs placed the school in a delicate position with the community when making a decision, (2) the lack of adequately qualified personnel in the community, and (3) the role of such agencies as HARYOU in certifying applicants.

Relative to point three above, this was an unexpected body of information that cannot be assessed in an orderly way at this time. However, the

notations of the observer are included for the purposes of follow-up analysis by appropriate Board of Education Sources.

This year, the school administration asked for the aides currently employed (from the summer). However, there were many problems with HARYOU. The aide and family worker went to HARYOU offices seven times and were refused application blanks (which ostensibly are available to everyone). They received nasty treatment; aides reported that people at HARYOU give jobs to people outside of the school neighborhood. Apparently HARYOU controls the placement of non-professionals in this area.

Clearly, there is a major problem here. Certainly a question can be raised concerning the continued participation of HARYOU in giving applications and sending people to the schools when they don't even use personnel from the school neighborhood. This condition should not continue unchecked.

D. Attendance and attrition: the attrition rate continues to be low in accordance with the findings of the previous evaluations. The attendance rate is descriptably lower than in the summer program, but does not indicate any major significance due to the fact that illness, among children of this age, tends to be higher in the winter than in the summer.

From the total body of interview data, a composite of recommendations for consideration have been drawn. As stated earlier in this section, it is difficult for the evaluation team to select recommendations in any one of these specified areas until an effective administrative and supervisory structure is established. However, it might be advantageous to make some adjustments in the program that will expedite the administrative functioning.

The recommendations listed appeared frequently enough to warrant analysis by the Early Childhood Bureau as they implement plans for next year.

1. Decrease the number of nonprofessional personnel in the classroom from three to one. Consider assigning one full-time teacher and one full-time assistant teacher plus the family worker.

2. Establish procedure for a one-half hour to one hour weekly meeting of prekindergarten personnel in each school to occur after school hours.
3. Assign one qualified Early Childhood supervisor to each school to coordinate the development of the total prekindergarten and kindergarten program in all aspects in each school. This person, with the delegated authority to hire nonprofessional staff, guide staff development including professionals and nonprofessionals, guide the development of the family-community program, and coordinate the early childhood curriculum with appropriate articulation from the prekindergarten through the first grade.
4. Withdraw prekindergarten programs from those schools lacking adequate facilities to house them.

III. Family-Community Component

This part of the prekindergarten program was funded in midyear. Any evaluation of a program that has been imposed on a pre-existing structure for only one-half the term of the project, is limited by virtue of its lack of regularity of onset and implementation.

The analysis of the data leads to two major considerations: (1) a brief summary of the patterns of implementation of the family-community part of the program and (2) a consideration of the meaning of the problems as ascertained.

A family assistant hired for each school was assigned the general task of improving school-community relations.

Of the twenty schools in the sample, problems that crippled the program were identified in approximately one-third of the group. These problems included such factors as no parent room assigned, no supervision offered the family assistant, and/or the family assistant assigned to other than prekindergarten duties (Table 16). Apparently, the structure for the supervision of this nonprofessional was unclear. There was great variability in the

assignment of the identified supervisor and the patterns of supervision.

Several family assistants were unable to identify their supervisor.

For those family assistants who were able to have a family room and begin to develop an in-school family program, the success factor as determined by attendance is questionable. Reportedly, no equipment and/or materials were provided for the development of these programs, although limited petty cash monies were allocated. These statistics give rise to a series of important questions concerning the intent and design of the family-community component. It was difficult to ascertain from the participants what this family assistant role was intended to accomplish; general statements comprised the concept of improved community-school relations and giving needed aid to selected families in the community.

It was clearly ascertained that a nonprofessional from the immediate community was to be hired for a forty-hour week to direct her activities to bridging the gap between the school and the community. Eleven of the twenty interviewed were active members of the executive board of the PTA in that school. This was considered indicative of an awareness on the part of the in-school administrators that there was a need for a person who could move out into the community from the school and be known by school families.

The variety of problems relative to fulfilling of the role of the family assistant are listed. These represent the perceptions of all personnel interviewed in the project including the family assistant.

- a. Job definition: goals and procedures too general to serve as an effective guide for the large body of persons involved.
- b. Conflict of loyalties in fulfilling this role.

- c. Lack of appropriate guidance and supervision for this non-professional involved in a form of social work.
- d. Lack of professional resources available to the family assistant in process of attempting to help families in the community.

A. The lack of a clear job definition including some orderly listing of specific goals and procedures has continued to hamper the effective development of many facets of the prekindergarten project this year as well as in the past.

The task of selecting a procedure for working in the community has led to various implementation patterns. In some instances (approximately one-third of the sample), this task was reported to be considered too great and the family assistant was redirected to nonprekindergarten in-school duties. The administrators following this pattern expressed genuine concern regarding this implied procedure of sending nonprofessionals into the community to represent the school for the purpose of fulfilling poorly defined goals. In other instances the evaluators reported that the family assistant expressed frustration as to the problem of selecting working procedures. Some family assistants were reported to follow an avoidance pattern (i.e., they stayed in school, filling their time with numerous clerical duties and/or wandering about the building).

It appears that one of the directives for the family assistant was to coordinate the participation of the family workers. Considering the variety of problems ascertained re the effective involvement of the family assistant, it seems ill-advised to further complicate the task by adding supervisory responsibilities.

B. Conflict of loyalties appeared to be a genuine problem in those settings wherein the family-community aspect of the program was conscientiously

developed. This conflict of loyalties as reported stems again from poor definition of role and lack of professional resources. One family assistant expressed the problem:

I really don't know where I owe my loyalty. I'm supposed to help the families in the community organize themselves for some positive action on their problems. The biggest problem in this community is the way they feel about the school. They don't like the school and don't feel that it's doing right by their kids. So when I talk to them, I tell them the best thing to do is see the principal. When parents begin to line up in the office to complain about the things that bother them, the principal looks at me and questions what kind of trouble I'm causing. What do I do? Do I ignore their complaints? Or do I continue to get in trouble with the principal? I just don't know. I'm hired by the school so I should be loyal to it. But I'm supposed to help the families. That's what I'm paid for.

C. The lack of appropriate guidance and supervision is illustrated in Table 16. The results of this deficit were reflected in a variety of responses ranging from the one extreme of anger and hostility to the other extreme of total withdrawal from the job.

D. When the family assistants do enter the community to begin to work with families, they find numerous problems with which they feel unprepared to deal. They expressed the feeling that this task needs professional resources. Although the project design did provide for a limited number of specialists to work in the schools, there appears to have been considerable variability in implementation. (Overload was an apparent factor with specialists; but no orderly data was collected relative to the utilization of psychologist, social worker, etc.)

In summary, it appears that this added part of the prekindergarten program faced extensive problems. It also appeared to engender a large amount of hostility, frustration, and describable violations of the use of funds

allocated for family-community work. Once again, as with other parts of the prekindergarten project, these problems were not evaluated as a reason to eliminate the concept of the family-community component from the design. Many responses from all personnel led to the conclusion that the intent of this part of the program is to be valued.

Part of the procedure of the project re encouraging the school to extend itself into the community was the monthly Monday closing which released teachers, aides, and family workers to visit with the families and children in the homes. Although this procedure, as mentioned earlier, was not part of the added funding (i.e., it was established at the onset of the school year), it enhanced the concept of the family-community component to a greater degree than the later aspects of the program. Teachers responses to this procedure, en masse, were enthusiastic.

This is one of the best parts of the program.

This is a must for future planning.

This is one of the most rewarding parts of the program. The parents are happy to welcome us into their homes. They seem comfortable and relaxed. Many parents that were only called to the school for negative reasons are now approachable by teachers for a positive reason. They are not reluctant to come to the school after these visits.

This experience is the most valuable part of the program, for in the home situation the parents are more at ease and willing to discuss their problems.

It is a marvelous way of gaining and giving information to those we might otherwise not see.

Some of the parents were skeptical of the visit, but afterwards, I found them more friendly in school.

The directives appear to be that the operational procedures for the amended family-community component need restructuring. These procedures

further need to be related to a uniformly stated, detailed set of goals accompanied by implementation patterns.

In an attempt to further ascertain the attitudes of parents toward the school, 47 parents were selected utilizing the stratified random sampling procedure. Thirty-eight kept the interview appointments. Within this group there were only two or three parents who described any dissatisfaction with the prekindergarten experiences provided their children. These few negative remarks concerned a desire for more academic work for the four-year-olds. The majority of parents felt that their children had benefited, and were able to detail the ways in which this benefit had been perceived. Approximately one-third reported that they had become more involved in the school this year and viewed it as a positive force in the community. An additional one-third expressed positive feelings about the school but had not participated any more this year than in previous years. The remaining third were judged as disinterested in the school as an institution, though interested in utilizing the services provided for their children.

The school in which the largest number of selected parents failed to appear (three of eight were interviewed) was one that was judged at the lowest end of the range in implementing the family-community component. In this same school, the comments of the teachers and administrators indicated a basic disrespect for the parent population: "I could have told you they wouldn't show up. They don't care."; "It's a waste of time to bother with them."

The conclusions to be drawn from the representative sample of parents is that this part of the program has the potential for improving school-community relations. Parents value school programs that help their children.

At this level, they do not apply as rigorous standards to the educational endeavor as the professionals do, and therefore it is an optimum period for building channels of communication that can serve both the school and the homes as the children proceed upward through the academic stream.

Lunch Program:

The lunch program provided lunch for children in both sessions of the expanded prekindergarten program. Although much less complicated in nature, the lunch program faced several of the same problems as the family-community program in that it was added midyear to an already operating structure. There were negative responses from all levels of personnel relative to the time and effort required to accommodate this new procedure midyear. It was reported that the ongoing instructional programs were set back while energies were devoted to establishing this routine. While the intent of the lunch program was not questioned to any measurable degree, the timing of its implementation engendered strong negative feelings toward the central office of the Board of Education.

The procedures appear to need some reassessment. The problem of food selection and waste were identified again this year as in the summer program. The problems of supervision of this part of the program by nonprofessionals was seriously questioned. The timing for the lunch program for the children placed some schools in difficulty in terms of traffic problems resulting from the arrival and departure times which conflicted with other school schedules.

If the project is to continue to include a lunch program, it seems advisable that it be uniformly initiated with the rest of the program, or dropped for that academic year.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendations of the report have been developed in line with the findings in Chapter III.

I. The Instructional Program

Compared to the findings of the prekindergarten report of 1965-66, there is a clear trend of change in emphasis from the traditional concept of "nursery school" to an emphasis on "compensatory education" for the target population. The implementation of this change in curriculum pattern, however, is still in the infancy stage, reflecting lacks in comprehension of the educational deficits of this population as well as a lack of criteria for selection of the kinds of structured, sequential, in-school experiences that will stimulate and encourage growth in the linguistic and perceptual-cognitive skills.

As in the 1965-66 report, teachers were rated as warm, kindly, and supportive in their relationships with children, but lacking in those pedagogical skills requisite for the described task. Among those teachers who rated the highest in general teaching behavior, there was a body of correlated data indicating limited success in involving the children in ongoing developmental activities on a sustained basis. Similarly, teachers expressed a strong desire for more precise knowledge and professional skills in terms of the kinds of curricular activities, sequentially ordered and interrelated, that will enhance the achievement of greater linguistic and cognitive skills appropriate to the target population.

Recommendations: An orderly and intensive orientation and in-service program for teachers and auxiliary personnel is strongly indicated. This in-service program needs to specifically detail the most recent educational research findings describing the pattern of educational deficits of the target population. A simultaneous intensive study of the sequence of activities and a pattern of teaching behavior that will lead to an optimum development of the linguistic and cognitive skills is required. The suggestion for the utilization of subject matter specialists who are cognizant of the developmental patterns of young children is deemed an excellent one. If these specialists are able to work with teachers in workshop sessions exploring the variety of activities that stimulate development toward the desired goals, teachers can gain the needed competency to accompany the accumulation of greater educational knowledge.

The majority of teachers have demonstrated their ability to relate successfully to the social-emotional needs of these children within the school context. Their expressed demand for greater depth and breadth in understanding ways for implementing the instructional program that is not merely a premature kindergarten or first grade program should not be denied.

II. The Administrative and Supervisory Structure

Essentially, the administration of the program (both reported and observed) gave evidence of significant problems emanating from the fact that no clearly identified hierarchical structure exists. In most cases, the principal and/or assistant principal held prime responsibility in a given school for the administration and supervision of the prekindergarten program. There was evidence of lack of clarity in their understanding of the goals to

be achieved as well as little criteria for judging the achievement of the defined goals. Although enthusiastic and interested in the potential contribution of this program in the educational continuum, administrators evidenced considerable difficulty in dealing with the multiplicity of problems relative to the prekindergarten part of the early childhood curriculum. These administrators expressed, in a variety of both positive and negative ways, their concern in terms of lack of administrative time available to help coordinate the work of the professional and nonprofessional assigned to a given classroom, and to the program. Similarly, Early Childhood Education supervisors faced the same problems of "overload." Thus, all administrative and supervisory personnel reported a general trend of organizing their time to deal primarily with "crisis situations," leaving little time to give to the development of the instructional program.

Recommendations: A variety of suggestions have been offered from both school sources and the evaluation team to alleviate this confusion, conflict, overlapping, and lack of efficiency in achieving effective supervision of this highly complex program.

As a comparatively new program on the educational scene, a serious examination of realistic expectations is called for at this time. Questions such as the following need explicit answers on a policy level: Is this project primarily an educational endeavor or a service project to offer employment to indigenous members of the community? Can the school be expected to assimilate the task of offering employment to nonprofessionals as well as fulfilling the complex task of developing and implementing an effective curriculum for compensatory education?

There is a strong consensus of project participants and evaluators that should this project be structured again next year as it has been this year with the relatively large numbers of professional and nonprofessional personnel, a specified prekindergarten and kindergarten supervisor is needed who has both the authority and time to do the job. This requires a serious cut-back in supervisory load to one or two schools per supervisor. With the impending addition of aides to the kindergarten program, it becomes imperative that early childhood specialists be assigned who have the unique competencies and time available to develop successfully cooperative and mutually complementary working relationships between professionals and non-professionals within the project, as well as between the prekindergarten project and the rest of the school program. The data indicates that this type of cooperation cannot be achieved under the present administrative structure and still fulfill the initial goal of developing a high level instructional program for the children. Further, as this program continues to approach its goal, it becomes imperative that the rest of the school not only understand and value the prekindergarten program but also adapt the curricular experiences along the continuum, to adjust to the expanded learning fostered at the beginning school level.

III. The Family-Community Component

An outgrowth of the findings within the administrative structure has been a confusion in the definition and execution of the family-community component of this project. Although little question has been raised concerning the merits of having a designated person -- the family assistant -- assigned to this aspect of the program, serious problems revolve around the identification of the required nonprofessional and professional tasks.

The pattern of supervision by the school administrators ranged from (a) total neglect, to (b) violation and impeding of the job assignment, to (c) a varied but conscientious attempt to help the family assistant fulfill an ill-defined and questionably achievable role.

Recommendations: A careful analysis of the family-community component is requisite at this time. The forty-hour week assignment is highly questionable for a nonprofessional who cannot obtain adequate supervision in fulfilling an extremely difficult and delicate task. The evaluating team expressed a conviction that the family assistant's task of bridging the gap between school and community can only be accomplished in a teamwork structure with close cooperation between this person and a qualified social worker who also has the time to devote to the job as defined. Without this resource, the family assistant's work in the community tends to engender greater frustration and anger within families than previously existed.

Summary of Recommendations: In essence, the greatest need of this program is (1) a carefully delineated outline of goals, role and responsibilities for participants within a hierarchial structure, and (2) regularly scheduled meetings to provide for the development of skills and team cooperation on all levels.

CHAPTER V

RESEARCH LIMITATIONS AND RECOMMENDATIONS FOR THE FUTURE

An ultimate goal of research is to objectify the research procedure that has been executed, citing the limitations and deficits in the procedures and making recommendations regarding future endeavors.

Limitations of the Research Procedure

It is deemed crucial that the design of the research be implemented prior to the onset of the program. The time lapse between the initiation of the program and the assignment of the research created a significant hindrance in the timing of the total research procedure.

Additionally, there were critical aspects of informational details which were not available to the researchers, thereby creating a need for preliminary exploration in the search for base line data essential to the design and its implementation.

By virtue of the limitations of both time and funding, it was not possible to do an intensive pre- and post-testing of the growth and development of the children participating in the Expanded Prekindergarten Program. A particular problem to be noted in this area is the minimal number of instruments available for group observation and the lack of standardization of those known to exist. This deficit would necessitate the time-consuming and excessively costly complexity of establishing reliability for such tests.

Recommendations for Future Research

In the interest of direction for future research in this area, there are many questions which develop out of these evaluational studies which remain, at present, unknown entities to be explored.

- a. What happens to the children in the program in a school year in terms of intellectual development?
- b. Does the program have an impact on the children's future school success? To what degree and for how long?
- c. What aspects of this prekindergarten program can be identified as crucial factors in having a positive effect on children?

It is recognized by the researchers that it is not the function of public school educators in a mass system such as New York City to initiate formal research in curriculum experimentation. It is vital that the evaluative procedures that accompany the new structural plans be given some points of comparison. Selective application of the recommendations of evaluational studies is necessary to provide comparative points for study toward the movement to an optimal plan.

1. If an Early Childhood Education supervisor is put into a school, in what ways does the program work better? Does the more effective functioning reflect in the improved instructional program for the children?
2. What kind of classroom staffing best fosters the intellectual development and school performance of the children? (I.e., two professionals, or one professional and two nonprofessionals?)
3. What effect does the provision for weekly cooperative planning sessions within the school have upon the perceived and testable growth of children?

The direction sought by the researchers is to begin to test different structural plans and procedures which could be evaluated in terms of effect upon children's learning, the primary concern in all educational endeavors.

APPENDIX A: TABLES

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TABLE 1
SELECTION OF THE SAMPLE POPULATION

Boroughs	Lost Positions			Adjusted Population Positions		Lost Schools		Eliminated Schools	Adjusted Population Schools		Selected Sample Positions Schools	
	Projected Positions	Non-operable	*Eliminated			Projected Schools	Non-operable					
Manhattan	112	1	21	90		65	---	9	56		14	8
Bronx	24	---	5	19		16	---	2	14		3	2
Brooklyn	110	17	15	78		62	7	6	49		14	8
Queens	24	---	3	21		15	---	2	13		4	2
Richmond	7	1	2	4		5	1	1	3		---	---
Total	277	19	46	212		163	8	20	135		35	20

* Eliminated - criteria as stated in text of report: (a) under experimental research programs, (b) housed in temporary quarters, (c) failed to open in time schedule established for evaluative purposes.

TABLE 2

INSTRUMENTATION: CROSS-CHECKS ON DATA

Section	Instrumentation	Cross-Checks with Section
1	<u>Identifying Data</u>	
	Staff Data (Work Sheet)	---
	School Data Sheet	---
	Staff Data: Vita	---
	Attendance and Attrition	4
2	<u>On-Going Classroom Program</u>	
	Summary of Children's Behavior	---
	Teacher Walk	---
	Room Freeze	---
	General Summary: Teaching Behavior	---
	Children's Language Patterns	---
	Observed Daily Schedule	---
	Comments	1,3,4
	Initial Teacher Interview	3,4
	Housing and Equipment	3
	Classroom Content	---
	Teacher Questionnaire: Curriculum Inventory	3,4
	Teacher Interview	3,4
3	<u>Administration and Supervisory Structure and Procedure</u>	
	Principal Interview	1,2,4
	Assistant Principal Interview	1,2,4
	Early Childhood Education Supervisor	2,4
	Comments	1,2,4
4	<u>Family-Community Component</u>	
	Family Assistant Interview	2,3
	Parent Interview	2,3
	Comments	1,2,3

TABLE 3

GENERAL SUMMARY: TEACHING BEHAVIOR

Percentage of sample rated average to below average		
Rating	Summer 1966	1966-67 Expanded Prekindergarten
Kindly to Harsh	30	11
Supportive to Rejecting	44	20
Highly Verbal to Minimal	54	23
Highly Stimu- lating to Dull	66	37

Percentage of sample rated above average		
Rating	Summer 1966	1966-67 Expanded Prekindergarten
Kindly to Harsh	70	89
Supportive to Rejecting	56	80
Highly Verbal to Minimal	46	77
Highly Stimu- lating to Dull	34	63

Same basic team of observers, 5 of 7, participated in both evaluational programs with this same instrument.

TABLE 4

A. General Pattern of Children's Reaction to Authority Figure (Group Teacher)

Rating	Summer 1966		1966-67 Expanded Prekindergarten	
	Number of Classrooms	Per Cent of Sample	Number of Classrooms	Per Cent of Sample
Supportive and Helpful	40	59	26	74.3
Helpful: Not Supportive	21.5*	32	6	17.1
Indifferent	4	6	2.5	7.2
Rejecting	2.5	3	0.5	1.4

* Coding procedure directed observer to note numbers of children responding in described patterns: figures were rounded out to half-class amounts.

B. General Pattern of Children's Reaction to Routine Periods

Rating	Summer 1966		1966-67 Expanded Prekindergarten	
	Number of Classrooms	Per Cent of Sample	Number of Classrooms	Per Cent of Sample
Self-directed	10.5	15	6	17.1
Teacher-directed: Cooperative	34.5	51	18.5	52.9
Obedient	16.5	24	7	20.0
Resistant Confused	6.5	10	0.5 3	10.0

TABLE 5

COMPARISON RATING OF CHILDREN'S RESPONSES TO SELECTED PARTS
OF THE CLASSROOM PROGRAM, BASED UPON TWO VISITS

Curricular Activity	Involvement	1st Visit		2nd Visit	
		Number of Classes	Per Cent of Sample	Number of Classes	Per Cent of Sample
Involvement with Materials: Play Period	Minimal	7	20.0	3.5*	10.0
	Average	16.5	47.2	24.5	70.0
	Maximum	11.5	32.8	7	20.0
Story Period	Involved	20	57.1	24	68.6
	Uninvolved	4	11.4	4	11.4
	Resistant	1	2.9	0	--
	Nonexistent	10	28.6 ^x	7	20.0
	(^x no story either visit: 4 - 11.4%)				
Discussion Period	Involved	18	51.4	20	57.2
	Uninvolved	7	20.0	5.5	15.7
	Resistant	1	2.9	0.5	1.4
	Nonexistent	9	25.7 ^x	9	25.7 ^x
	(^x no discussion either visit: 7 - 20%)				
Project	Involved	12	34.3	13.5	38.6
	Uninvolved	5.5	15.7	4.5	12.8
	Resistant	0.5	1.4	0	--
	Nonexistent	17	48.6 ^x	17	48.6 ^x
	(^x no project either visit: 10 - 28.6%)				

* Coding procedure directed observer to note numbers of children responding in described patterns: figures were rounded out to half-class amounts.

TABLE 6
TRIP PROGRAM

<u>Code</u>	<u>Number of Bus Trips</u>	<u>Number of Walking Trips</u>
1	9-F	7-0
2	9-F	None listed
3	9-F	None listed
4	3-F	4-F
5	7-0	7-F
6	8-F	Many-0
7	9-0	Many-0
8	9-0	3-0
9	17-0	Many-0
10	5-F	Many-0
11	9-0	Many-0
12	6-F	Many-0
13	5-F	Many-0
14	7-0	Many-0
15	9-F	3-0
16	15-0	3-0
17	5-0	Many-0
18	14-0	4-0
19	18-F	Many-F
20	2-0	5-0
21	5-F	Many-0
22	9-0	None listed
23	9-0	Many-0
24	7-F	2-F
25	29-F	2-F
26	4-F	Many-0
27	7-F	Many-0
28	10-0	Many-0
<hr/>		
Total Orderly	13	20
Fragmented	15	5

TABLE 15

PROBLEMS WITH FAMILY ASSISTANTS as Reported in Questionnaire

Overlaps with family worker job of seeing parents if child were absent more than two days without explanation.

Lack of cooperation and communication between family assistant and family worker.

Until this week there was no time in the day when the team could meet with the teacher for training, discussion of problems, or supply information. Our AP has not allowed time in the past and has now allowed time for these meetings which should aid in successful communication.

All involved, but not sure of program and way to go about it.

Work was not clearly defined among personnel. There were occasional conflicts between them when we were invited with another prekindergarten.

TABLE 14

PROBLEMS WITH TEACHER ASSISTANTS as Reported in Questionnaires

My assistant was unprepared for her job. She was given no orientation or training. She does not get along well with my teacher aide. They bicker about who should do what. They are tense with each other.

Too permissive...not enough supervision at lunch.

The new ones all need refresher courses.

Lack of knowledge concerning goals and purpose of program: lack of training program before beginning to work; and lack of conference time.

They should all be college students who plan to work with children, or be adults who have children and know how to relate to them.

Is only employed from ten to two, thereby missing the continuity of the program.

A language barrier; not too conversant in English.

She resented being asked and expected to do so much physical labor: i.e., getting lunches, running errands, taking children to the toilet.

The teacher assistant, having come into the room in February, was somewhat resented by the other workers in the room. My family worker is very dominating and the assistant is still struggling for her rightful place in the room.

Helping him to learn patience; to look at behavior before reacting to it; to give children time to react to what he says before assuming they won't.

The assistants should be sure they will be able to stay; two assistants in two months left to take trips. It is hard on the children.

Attendance is too irregular.

NOTE: These responses represent 14 of the 28 questionnaires returned. Thirteen of the remaining reported no problems, and the remaining one reported, "We have had a great deal of trouble getting auxiliary classroom personnel."

TABLE 13

PROBLEMS WITH FAMILY WORKER as Reported in Questionnaires

Family worker has made unauthorized visits and has not reported some of these to proper personnel, to teacher and social worker.

Too little time.

Unable to provide favorable atmosphere with parents when on home visits. Table manners of children are not improved during lunch.

Unwillingness to substitute for aide when absent. Different attitudes toward discipline than my own.

Does not always understand limits of her position and may over-involve self with parents in confidential matters, areas of concern to teachers such as discipline, or other areas properly belonging to guidance counselor or social worker.

No time for her to inform me of work. Sometimes their approach with parents is not professional and the teacher is required to appease the two.

Could have spent more time in field and in homes.

Family worker started working in our program fairly late in year and many parents never got to know her. Her role was not clearly defined; also she really needed to work more closely with welfare department and social services.

My family worker's biggest problem was her dominating and forceful personality. Although she is very good in some situations, it presents a problem when working with other adults.

Need for constant reassurance and praise. Without it she withdraws to menial tasks. It took me a long time to learn how to make the point that the children need a lot of Spanish and translation in the classroom. "They must learn English."

There has not been time provided, or enough thinking been given for an exchange between teacher and family worker of: (1) what goes on at home, (2) what to look for or points to keep in mind when speaking to a parent.

TABLE 12

PROBLEMS WITH TEACHER AIDES as Reported in Questionnaires

With both aides and worker, I have had difficulty in some managerial aspects. I feel that potential teachers should be given some training in this aspect of the job.

My teacher aide is a very protecting person. She is capable and well trained. However, she does not let the children do things for themselves. She hinders their expression and exploration. I have told her I disapprove of this and the situation improved for a while. I must constantly remind her not to hover over the children.

Must be reminded of daily responsibilities. Lunch manners not enforced.

General "insubordination," lack of respect toward teacher. Different methods and attitudes toward discipline than my own.

Untrained and NO time is allowed for giving directions and explanation of the method that should be used. Cannot see the usual things that must be cleaned in the room. Must be told.

We had two aides. Both were short tempered with disorderly or disrespectful children.

Taken out of my room too often because of bilingual skills and facility in getting along with people. My aide, at first, insisted upon concentrating on housework rather than children.

Despite her helpfulness in one way, my aide sometimes proved almost unhelpful. She refuses to take responsibility for some children and says they do not listen to her. She takes things children do accidentally as meant intentionally for her. She speaks poor English, and children have difficulty understanding her.

She has been in the classroom only four weeks. The family worker and I find her style of communication one we need to get used to. However, as she gets to know us better she is loosening up. Conflict between family worker and aide.

Does not always have materials set up for the children at the beginning of the day or at three o'clock as is her job.

First aide was also president of the PTA and therefore had many duties outside classroom. Second one could only work part time. Present aide is excellent but also at times has to help with outside duties.

TABLE 7

CLASSROOM CONTENT: OBSERVED ACTIVITIES
AND PHYSICAL EVIDENCE OF ONGOING ACTIVITIES
IN CURRICULAR AREAS

<u>Curricular Area</u>	<u>Number of Classrooms</u>	<u>Per Cent of Sample</u>
<u>Language Development</u>		
Expanding Verbal Skills		
Naming objects	25	71
Descriptive words	21	60
Sentence development	17	49
Eliciting conversation	22	63
Stimulating Language Usage		
Extending discussion	20	57
Dramatization and role play	7	20
Story telling	13	37
Symbol and Word Recognition	13	37
<u>Development of Sensory Skills</u>		
Auditory Discrimination		
Environmental sounds	7	20
Word sounds	5	14
Story listening	16	46
Tactile Discrimination	8	23
Olfactory Discrimination	5	14
Gustatory Discrimination	10	29
Visual Discrimination	13	37
<u>Mathematics</u>		
Number Work		
Numeration	8	23
1 to 1 correspondence	9	26
Enumeration	11	31
Recognition of number symbols	12	34
Grouping: number sets	6	17
Math Classification Skills		
Shape identification and comparison	7	20
Size identification and comparison	8	23
Quantity identification and comparison	6	17
Spatial Relationships	2	6
<u>Science</u>		
Life Sciences	22	63
Physical Sciences	3	9

TABLE 7 (cont.)

<u>Curricular Area</u>	<u>Number of Classrooms</u>	<u>Per Cent of Sample</u>
<u>Social Sciences: Self-concept</u>		
Individual	14	40
Sub-culture groups	10	29
Role and function of members of cultural group	1	3
<u>Aesthetics</u>		
Literature		
Stories	18	51
Poetry	9	26
<u>Art</u>		
Plastic	21	60
Graphic	17	49
<u>Music</u>		
Singing	20	57
Bodily rhythms	15	43

TABLE 11

EARLY CHILDHOOD EDUCATION SUPERVISORY LOADS^a

Code	Number of Prekinder- garten	Number of Kinder- garten	Total Number of Schools	Visitation Schedules
A	20	72	18	By need
B	14	65	22	One or two per month
C	20	75	17	By need
D	18	79	21	One per month and by need
E	17	37	14	By need
F	19	29	14	One per month and by need
G	26	26	12	Scheduled and "on call"
H	28	56	18	One per month and "on call"
I	13	90	35	Fall: on sched- ule, then by need
J	4	75	26	One per month by need

^a Due to an omission in the instrument, the numbers of 1st and 2nd grades included in the supervisory load were unavailable.

TABLE 10
IN-SCHOOL ADMINISTRATOR DATA

School Code Number	In-School Supervisor Reported	Estimated Per Cent of Time Used	Should Prekindergartens be Continued?	
			P.	A.P.
1	P, AP, & T	Minimal	+	
2	AP	Very little	+	+
3	AP	U	+	
4	P & AP	Very little	+ & ⊖	+ & ⊖
5	AP	30	+ & ⊖	+ & ⊖
6	AP	Very little	+	
7	AP	15-20	+	
8	AP	25	+	⊖
9	AP	20	+ & ⊖	
10	P & AP	10	+	
11	P	30	+	
12	P & AP	Little	+	+
13	AP	20	+ & ⊖	+ & ⊖
14	P & AP	25	+	
15	P	5		
16	P & AP	U-20		
17	P	10	+	⊖
18	AP	U	+	+
19	AP	Very little	+	
20	AP	None	+	+

CODE: P = Principal
 AP = Assistant Principal
 T = Teacher
 U = Unknown
 + = Yes
 ⊖ = No

TABLE 8

TEACHER RECOMMENDATIONS

Obtained in Final Interviews

<u>Inservice Meetings</u>	<u>Number of Teachers</u>	<u>Per Cent of Sample</u>
More meetings, better spaced	21	60.0
Include administrators	6	17.1
Include professional and nonprofessional	10	28.6
Content:		
Instructional content		
curricular activities and procedures	21	60.0
Philosophy and child development	5	14.3
Workshops: self-selection by teachers from a variety of work- shops encompassing differing levels of complexity in teaching young children: subject matter specialists	16	45.7
More in-school meetings: team meetings	17	48.6

TABLE 9
HOUSING AND EQUIPMENT

Materials	Number of classes in which materials were:	
	Limited	Not in View
Block Area		
Building blocks	14	1 (no storage)
Vehicular toys	12	1
Family figures	7	8
Animals	6	8
Housekeeping		
For "eating"	4	1
For "cooking"	8	1
For "cleaning"	7	5
For role play:		
mother	11	2
father	17	3
baby	11	2
Water Play		
Basins, bowls, etc.	7	10
Sponges, straws, etc.	4	11
Funnels, strainers, etc.	4	13
Manipulative Materials		
Peg set, interlocking puzzles	2	
Woodworking		
Tools	5	20
Supplies	5	17
Music		
Instruments	5	4
Phonograph		10
Piano		15
Language Development Activities		
Books	13	2
Games	9	5
Puppets	3	9
Tape recorder		33
Flannel boards		23
Science		
Earth science	9	15
Life science	11	13
Physical science	2	24
Chemistry	1	25

TABLE 16

FAMILY ASSISTANT: SUPERVISION AND PROGRAM IMPLEMENTATION

Code	Supervision Schedule	Family Room:	
		Number of Days Per Week	Number of Parents Attending
1	Seldom	---	---
2	---	---	---
3	---	---	---
4	---	---	---
5	---	3	8-10
6	occasionally, with social worker	---	---
7	now and then	---	---
8	---	1	5-8
9	---	5	5-6
10	one per month: ECE Supervisor	5	3-4
11	---	---	---
12	now and then	one meeting per month	10-12
13	now and then	1-2	10-20
14	now and then	2-3	few
15	---	1	58
16	1-2 weekly	1	10
17	3 per month	---	---
18	2-3 weekly	one meeting per month	10
19	now and then	one meeting per month	25
20	weekly	1	5-10

CODE: --- = None

Appendix B - INSTRUMENTS
EXPANDED PRE-KINDERGARTEN PROGRAM

List of Instruments

First Observational Visit	B1
Staff Data (Worksheet)	B5
School Data Sheet	B6
Staff Data: Vita	B7
Summary of Children's Behavior	B9
Guide to Coding Teacher Actions During "Teacher-walk"	B12
Children's Code	B14
Attendance	B15
General Summary: Teaching Behavior	B16
Children's Language Patterns	B17
Observed Daily Schedule	B19
Initial Teacher Interview	B21
Housing and Equipment	B23
Classroom Content	B26
Solicitation of Data form letter	B29
Instructions for Filling Out Questionnaire	B30
Teacher Questionnaire: Ongoing Curriculum	B31
Trip Program	B38
Auxiliary Teaching Personnel in Classroom	B39
Parent Program	B40
Enrollment, Attrition and Attendance as of May 31, 1967	B41
Interview Guide	B42

EXPANDED PRE-KINDERGARTEN PROGRAM

Procedures for first observational visit to each school:

1. Introductory visit with principal of school via phone; followed by brief **personal** visit to the school to meet with the administrative staff, if necessary. All schools should have been notified of their inclusion in the sample population for this evaluation program by the time you make your call. Team members are to use own discretion re necessity of preliminary visit to school preceding the first formal observational program. In the event that the school administrative staff are unaware of the planned pre-kindergarten evaluation, advise them to contact the Early Childhood Education Bureau at the Board of Education for verification.
2. Notify school personnel of anticipated date of visit. Verify the presence of one AM pre-kindergarten teacher and one PM teacher on the scheduled date (i.e., inquire re trip schedules to insure against a wasted observational visit).

NOTE: At this time, get the names of all pre-kindergarten teachers for the purposes of sample selection (in those schools having more than two teachers in this program). This will facilitate the appropriate pre-mailing of number tags for children.

3. Schedule of visit:

- a. 8:40 - 8:50 - check into main office; greet personnel
- b. 8:50 - 9:AM - begin observation of AM teacher

11:00 - interview AM teacher

11:30 - interview PM teacher

NOTE: It would be wise to bring your own sandwich for lunch.
Coffee is available at the school. Use own judgement
re best procedure for lunch hour.

12:30 - observation, PM class

PROCEDURE for Data Recording in Each Classroom

First Visitation

1. Shortly after arrival:

EACH DATA SHEET SHOULD INCLUDE THE EXACT TIME OF THE RECORDING INCLUDING CLOCK TIME AND TYPE OF ACTIVITY PERIOD IN PROCESS: FREE PLAY TIME.

- A. #1 freeze of room with specific attention to numerical identification of children in each position: (should take approximately 3-5 minutes to complete recording).
- B. Next 10 minutes: general observation of room organization, management and equipment. Begin recording names of children accompanying coded number.
- C. #2 freeze of room.
- D. Between second and third freeze: Sketch structure of room on blank form. "Teacher walk" for a five minute period of time: to include line drawing of her movements, X marks at points of contact with children, plus code of type of interaction. Each stop to be coded by one or a multiple of the following:
 - I + Instructional move, positive
 - I - " " negative
 - B + Behavioral move, positive
 - B - " " negative
 - N Neuter: non-behaviorial and non-instructional.
- E. #3 freeze of room.
- F. As free play period ends, fill out form describing equipment and materials and use thereof.

- G. Begin recording exact schedule of activities on designated sheet summarizing daily schedule. Continue recording names of children accompanying coded number.
- H. During the remainder of the observational period select one teacher directed group period to record language development of children.
- I. Summarize the behavior of children as required on data sheet re children's behavior.
- J. Before entering next step in evaluational procedure, record comments of observations that you feel have not been adequately reflected by the formal instrumentation.
- K. Fill out general summary of "teaching behavior."

School # _____

Expanded Pre-K _____

Date of Visit _____

Staff Data: Names _____

Evaluation _____

STAFF DATA (Worksheet)

School Personnel

Principal: _____

Asst. Principal: (resp. for Pre-K) _____

Early Childhood Supervisor: (district level) _____

Other personnel related to Pre-K program:

NamePosition

Classroom PersonnelTeacherAids (& date of arrival)Family worker &
date of arrival

1. _____
2. _____
3. _____

School # _____

Date of Visit _____

Evaluation

Expanded Pre-Kindergartens SCHOOL DATA SHEET

School # _____

Address: _____ (Boro) _____

of Pre-Kindergartens: _____

Additional data: _____

<u>Year of onset</u>	<u>Opening date</u>	<u>Open in regular Classroom</u>		<u>Date moved to</u>
65-66 66-67	this year	Yes	No	regular classroom

Comments _____

Ethnic composition of community _____

Ethnic composition of total pre-kindergarten enrollment

School # _____

Expanded Pre-K

Date of Visit _____

STAFF DATA:

Evaluation _____

Teacher (1) AM PM

STAFF DATA: Vita

Teacher AM PM

Educational preparation:

Elementary School:

Location _____

High School: Name _____

Location _____

College: Name _____

Location _____

Major: _____

Date of degree: _____

Graduate Work:

(a) Name _____

Location _____

Degree: Yes _____ No _____

Type: _____

credits: _____

(b) Name _____

Location _____

Degree: Yes _____ No _____

Type: _____

credits: _____

Orientation programs and workshops: Specify (Head Start, Pre-K, etc.)

	Type & Content	Sponsor & Instructor	Date
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____

SUMMARY: Educ. Prep. _____

School # _____

Expanded Pre-K

Date of Visit _____

STAFF DATA:

Evaluation _____

Teacher (2) AM PM

STAFF DATA (Vita cont.)

Teaching experience:

Pre-school level (3-4 yr. olds)

yrs. _____

Kindergarten level (5 yr. olds)

yrs. _____

Grade 1

yrs. _____

Grade 2-3

yrs. _____

Other (specify): _____

yrs. _____

yrs. _____

yrs. _____

yrs. _____

N.Y.C. Pre-K '65-'66

yes _____ no _____

N.Y.C. Head Start '65

yes _____ no _____

'66

yes _____ no _____

Other Head Start _____

Day Care Centers:

yrs. _____

Private Nursery School:

yrs. _____

N.Y.C. Pub. Sch. Experience:

Middle Income Areas

yrs. _____

Poverty areas

yrs. _____

SUMMARY: Teaching Exp.: _____

School # _____

Expanded Pre-K

Date of Visit _____

Children's Behavior

Evaluator _____

AM _____ PM _____

SUMMARY OF CHILDREN'S BEHAVIOR

ATTENDANCE: _____

A. During FREE PLAY PERIOD:

Child to child relationships:

Pattern of Play:

of Children

parallel.....
 cooperative.....
 competitive.....

Communication:

verbal.....
 non-verbal.....

COMMENTS: (evidence of group awareness) _____

Children's Relationship to Materials: (Involvement)

minimal.....
 average (conventional).....
 maximum (creative, intent).....

COMMENTS: (evidence) _____

constructive.....

destructive.....

COMMENTS: (evidence) _____

SCHOOL # _____

Children's Behavior -2-

AM _____ PM _____

A. Free Play (cont.)

Children's view of authority figure as evidenced in behavior:

of Children

supportive and helpful _____

helpful, not supportive _____

indifferent _____

rejecting _____

COMMENTS: (evidence) _____

B. During ROUTINE PERIOD:

of Children

self-directed and relaxed _____

teacher-directed: relaxed
and cooperative _____

teacher-directed: obedient _____

teacher directed: resistant _____

Undirected: confused _____

COMMENTS: (evidence) _____

School # _____

Children's Behavior 3

AM ____ PM ____

C. GROUP ACTIVITY PERIODS: (separate recording for each period observed)

		<u># of children</u>
<u>Study period:</u>	Cooperative, involved	_____
	Cooperative, uninvolved	_____
	Resistant	_____

COMMENTS: (evidence) _____

Discussion period:

Cooperative: verbally involved	_____
Cooperative: verbally not involved	_____
Disinterested & compliant	_____
Resistant	_____

ALSO (check) Teacher directed _____ Emergent _____

COMMENTS: (evidence) _____

Group project: (cooking, art, science, etc.)

Specify project observed _____

Cooperative, involved	_____
Cooperative, uninvolved	_____
Resistant	_____

ALSO (check) Teacher directed _____ Emergent _____

COMMENT: _____

Guide to Coding Teacher Actions during "Teacher-walk"

Instructional moves: (I+) (I-) (Note (I-)) would only be used if teacher offers misinformation. It cannot reflect your estimate of the quality of the instructional move.

All verbal and non-verbal actions that sensitize children to the environment, stimulate their active learning and communicate information in any of the areas of language meaning, concepts, academic facts.

This includes such acts as:

1. Demonstrating a procedure (music, art, and manipulative most common): offering models to copy (especially verbal)
2. Illustrating the meaning of verbal comments (pointing with hands as she says "down there"), acting as she verbalizes, etc.
3. Involving children in discussion related to any content area: asking questions directed to perception utilizing any of body senses, conceptions of reality, etc. and recall.
4. Reading
5. Cooperating with children in the achievement of a task (not routines)

Behavioral Moves

B+ Positive

All acts directed toward enhancing the child's self-concept and guiding his behavior at times of social difficulty.

Such comments as "very good", "nice", etc.; physical affections; smiles, nods, etc. Discipline that offers child help in control without rejection, i.e., expressed anger and frustration, or demeaning child.

B- Acts of overt neglect of child's expressed wants and needs; or overt reject of some discipline in anger, rejection; demeaning - decreasing sense of adequacy and self-respect.

Neuter:

Arrangements: Organization of children during routines: reflected in the "Do this", "Put this away", "Stand on line", etc.

Teacher Activity: Organization of materials; housekeeping; talking with adults; observing.

Uninvolved: Personal grooming, looking out window, etc.

Please be aware of the fact that teacher acts can reflect more than one category at a given moment. An instructional move can be accompanied by a behavioral move depending upon the way the teacher relates to the child as she is instructing. Therefore, at any point in the walk, you may have both an I and B move.

School # _____ Attendance _____ Expanded Pre-K

Date of Visit _____ Freeze 1-2-3

Evaluator _____ Teacher Walk AM PM

School # _____

Expanded Pre-K

Date of Visit _____

Evaluator _____

Children's Code

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

School # _____

Date of Visit _____

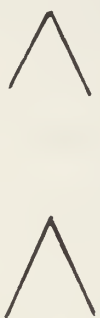
Evaluator _____

Expanded Pre-K

Freeze 1-2-3

AM PM

Attendance

BOOKS	SCIENCE	EASELS	BLOCK AREA
			
PUPPETS _____			
MUSIC			
<div style="border: 1px solid black; width: 100px; height: 80px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">TABLE</div>	<div style="border: 1px solid black; width: 100px; height: 80px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">TABLE</div>		
	<div style="border: 1px solid black; width: 100px; height: 80px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">TABLE</div>		
			HOUSEKEEPING
<div style="border: 1px solid black; width: 150px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">WATER PLAY</div>			

School # _____

Expanded Pre-K

Date of Visit _____

Teacher Behavior

Evaluator _____

Summary AM PM

GENERAL SUMMARY: Teaching Behavior

HARSH

KINDLY

.....

1 2 3 4 5

HIGHLY STIMULATING

DULL

.....

1 2 3 4 5

HIGHLY VERBAL

MINIMAL

.....

1 2 3 4 5

SUPPORTIVE

REJECTING

.....

1 2 3 4 5

NOTE: Lines are continuous; numbers are provided only to aid observer in selecting a place on the continuum as a rating. Check your evaluation rating along the line.

School # _____

Expanded Pre-K

Date of Visit _____

Children's Language

Evaluator _____

AM PM

CHILDREN'S LANGUAGE PATTERNS

Number of children present _____

Type of group activity observed: story _____

NOTE: Select a total group activity, teacher directed. If none is included in schedule select a conventional routine.

discussion _____

project _____

routine (specify) _____

COMMENTS: (if necessary) _____Pattern of responses:

A. single word

phrases: simple _____

complex _____

sentences: simple _____

complex _____

B. with specificity _____

in generalities _____

COMMENTS: _____Direction of responses:

A. to total group _____

to teacher _____

to member of peer group _____

global (no direction) _____

School # _____

Expanded Pre-K

Date of Visit _____

Children's Language (2)

Evaluator _____

AM PM

Direction of responses (cont.):

B. individual _____

mass (general) _____

mass - echo pattern _____

COMMENTS: _____Freedom of response:

Free and easy (loquacious) _____

Relaxed but limited _____

Tense, limited _____

Restricted _____

COMMENTS: _____

School #

Expanded Pre-K

Date of Visit

Evaluator

OBSERVED DAILY SCHEDULE[illegible]

School # _____

Expanded Pre-K

Date of Visit _____

(Comments)

Evaluation _____

Comments

School # _____

Expanded Pre-K

Date of Visit _____

Initial Teacher Interv.

Evaluator _____

AM PM

INITIAL TEACHER INTERVIEW

1. What parts of the program do you feel are going well right now? (If necessary, pursue questions to include enrollment, equipment, school organization, classroom help, etc.). (Categories below are for purposes of effective recording, but not intended to direct specific questions.)
 - a. School structure:
 - b. Classroom situation (children, equipment, aides, etc.):
 - c. Supervision and cooperation within public school structure:
 - d. Other:
2. In terms of your ideas for developing the best possible program for your children, what are some of the problems you are facing? And what is being done in the way of resolving these problems? (Categories for effective recording only)
 - a. Now in process of being resolved. (How?)
 - b. Not yet being resolved in any way.
3. Are the parents interested in the school program? If so, how do they show this interest?

School # _____

Expanded Pre-K

Date of Visit _____

Initial Teacher Interv.

Evaluator _____

AM PM

(2)

TEACHER INTERVIEW (cont.)

4. Are you getting cooperation from
 - a. school personnel (in what way?)
 - b. from the district coordinator (in what way?)
5. How are the auxiliary personnel working out so far?
 - a. family worker (specify details)
 - b. aide (specify details)
 - c. other
6. In relation to the enrollment of children and class assignments
 - a. Who enrolled the children?
 - b. On what basis were the children enrolled?
 - c. How were the children assigned to the groups?
 - d. Do you have a waiting list? (how big?)

School.# _____

Expanded Pre-K

Date of Visit _____

Equipment

Evaluator _____

AM PM

HOUSING AND EQUIPMENT

Indoor Facilities:

AREA	MATERIALS	ADE- QUATE	AVAIL- ABLE: LIMITED	IN USE	NOT IN VIEW IN ROOM
Block Build- ing and Accessories	Building blocks				
	Vehicular toys (15)				
	Family figures (5)				
	Animals (5-10)				
	Other (list) _____				

House-Play	for "eating" (set of 4)				
	for "cooking" (1 set)				
	for "cleaning"				
	for role play: mother				
	father				
	baby				
Water-Play	Other _____				
	Basins, bowls, etc.				
	Sponges, straws, etc.				
	Funnels, strainers, etc.				
Manipulative Materials	Other _____				
	Peg set, interlocking sets puzzles, (selection of 8)				

School # _____

Date of Visit _____

Equipment (2)

Evaluator _____

AM PM

HOUSING AND EQUIPMENT (cont.)

AREA	MATERIALS	ADE QUATE	AVAIL- ABLE: LIMITED	IN USE	NOT IN VIEW IN ROOM
Wood-working	Tools: hammer, screw- driver, saw, drill Supplies: wood, nails, sandpaper, screws				
Music	Instruments				
	Phonograph				
	Piano				
Language Dev. Activities	Books				
	Games				
	Puppets				
	Tape recorder				
	Flannel Board				
	Other: _____				

Arts & Crafts	Plastic arts (clay, etc.)				
	Graphic (painting, crayoning)				
	Crafts materials: scissors, paste, collage, etc.				

School # _____

Expanded Pre-K

Date of Visit _____

Equipment (3)

Evaluator _____

AM PM

HOUSING AND EQUIPMENT (cont.)

AREA	MATERIALS	ADE- QUATE	AVAIL- ABLE: LIMITED	IN USE	NOT IN VIEW IN ROOM
Science	Earth Science				
	Living things				
	Physical Science				
	Chemistry				
	Other: _____				

Toilet Facilities: in room _____ in corridor _____ other corridor _____

Sink Facilities: in room: Yes ____ No ____

GENERAL SUMMARY: Indoor FacilitiesGENERAL SUMMARY: Outdoor Facilities

School # _____

Expanded Pre-1

Date of Visit _____

Content

Evaluator _____

AM PM

CLASSROOM CONTENT

Curricula Area	CLASSROOM CONTENT		
	Activities observed- Materials used	*P	I
A. Language Development			
1. Expanding verbal skills:			
a. Naming objects			
b. Descriptive words			
c. Sentence development			
d. Eliciting conversation			
2. Stimulating language:			
a. Extending discussion			
b. Dramatization and role play			
c. Story telling			
3. Symbol and word recognition			

B. Development of Sensory Skills
(qualities of sameness and difference)

1. Auditory discrimination

- a. environmental sounds
- b. word sounds
- c. story listening

2. Tactile discrimination (touch)

3. Olfactory discrimination (smell)

4. Gustatory discrimination (taste)

5. Visual discrimination

C. Mathematics: developmental activities

1. Number work

a. Numeration

- b. one to one correspondence experience

c. enumeration

d. recognition of number symbols

e. grouping: number sets

2. Math Classification Skills

a. Shape identification & comparison

b. Size identification

c. Quantity identification

Curricular Area	Activities Observed	P	I	Physical Evidence
3. Spatial relationships				
D. Science				
1. Life Sciences				
2. Physical sciences				
E. Social sciences				
1. Self-concept				
a. individual				
b. sub-cultures of groups				
c. role and function of members of cultural group				
F. Aesthetics: development of skills				
1. Literature				
a. stories				
b. poetry				
2. Art				
a. plastic				
b. graphic				
3. Music				
a. singing				
b. instrumental rhythms				
c. bodily rhythms				

Center for Urban Education
33 West 42nd Street
New York, N.Y. 10036

March 29, 1967

Dear

In terms of our task of a descriptive evaluation of the pre-kindergarten programs, we are fully aware of the limitations of intermittent observer visits. We know that much goes into your on-going programs that we cannot expect to see in evidence on our scheduled visits. And yet, what you do and have done with the youngsters throughout the year, is extremely relevant to our description of the children's patterns of behavior.

Once again; we are soliciting your cooperation in the accumulation of data. We are requesting that you fill out the enclosed questionnaire before the next observer visit. Since the questionnaire demands time from you, above and beyond your present teaching obligations, we are prepared to pay \$5.00 an hour for the time you spend on it.

The purpose of this questionnaire is to obtain as much detail as possible describing the kinds of activities to which your children have been exposed this year.

If there are any questions on any part, please leave blank and discuss this with the member of the evaluating team on her next visit. Though the questionnaire extends across a variety of curriculum areas, we do not intend to imply that any one teacher could or should have covered all areas. Each teacher has her own specific competencies, and we have designed the curriculum inventory to allow for the variety of possible activities that 50 different teachers in unique settings may have developed.

Sincerely yours,

/s/ Dr. Sydney Schwartz

Dr. Sydney Schwartz
Evaluation Coordinator

SS:ht
encl.

Pre-Kindergarten ProgramInstructions for Filling Out Questionnaire

Explanation of categories:

Within the context of each teacher's program, two types of teaching procedures take place:

1. Those which are planned prior to the teaching period, with goals determining the selection of materials and presentation of the instructional period, and
2. the incidental teaching that takes place without pre-planning, but evolves from an immediate situation within the classroom.

The major distinction between these two categories rests in the quality and amount of planning and follow-through that accompanies those kinds of instructional acts of the teacher. Incidental teaching tends to alert children to learnings existent in the on-going activities and to reinforcement of learnings already presented in a planned and organized framework. Planned teaching has a clearly defined goal with the inclusion of when, with whom, and process in the pre-planning framework.

In describing the variety of planned instructional periods offered to the children throughout the year, we are also requesting a description ...a brief description of the props-materials used in the process of instruction, what standard classroom materials were utilized and what special materials did you devise or collect for the learning activity.

The column related to frequency in the described areas can be answered in a variety of ways. Some groups have daily or weekly experiences in certain areas. Some pass a period of a week, several weeks or a few months of intensive involvement in certain kinds of activities and then the interest changes to other areas. In those instances where there has been a specified period of involvement, please indicate the frequency of instructional activities on a weekly basis, and the duration of the total period of involvement.

For purposes of reimbursement please fill in the following information:

NAME _____

ADDRESS _____

Social Security Number _____

Time devoted to questionnaire _____

School # _____

Teacher Questionnaire

Date of Visit _____

Ongoing Curriculum

Teacher _____

CURRICULAR AREA	P R O G R A M				
	Teacher Planned			Incidental Teaching	
	Activities	Materials	Frequency	Activities	Context and/or Materials
A. Language Development Activities					
1. Expanding verbal skills					
a. Naming objects					
b. Descriptive words, practice in describing objects: (numbers, colors, size, positional relationships, etc.					
c. Sentence development					
d. Eliciting conversation: encouraging children to talk					

CURRICULAR AREA		P R O G R A M				
		Teacher Planned			Incidental Teaching	
		Activities	Materials	Frequency	Activities	Context and/or Materials
2. Stimulating use of language as a means of communication	a. extending discussion					
	b. dramatization and role play					
	c. story telling					
3. Symbol and word recognition						

CURRICULAR AREA

P R O G R A M

- B. Development of Sensory Skills
(qualities of sameness and difference)
1. Auditory discrimination
 - a. environmental sounds
 - b. word sounds (rhyming, rhythm patterns of words and language)
 - c. story listening
 2. Tactile discrimination (touch)
 3. Olfactory discrimination (smell)
 4. Gustatory discrimination (taste)
 5. Visual discrimination

Teacher Planned			Incidental Teaching	
Activities	Materials	Frequency	Activities	Context and/or Materials

CURRICULAR AREA

P R O G R A M

C. Mathematics: developmental Activities

1. Number work

a. Numeration: recognition of the names of numbers in sequence

b. one to one correspondence experiences

c. enumeration: counting using one to one correspondence skill

d. recognition of number symbols (written numbers)

e. grouping: number sets

2. Math Classification skills

a. Shape identification and comparison

b. Size identification and comparison

c. Quantity identification (weight, volume)

3. Spatial relationships

Teacher Planned		Incidental Teaching	
Activities	Materials	Activities	Context and/or Materials

CURRICULAR AREA

P R O G R A M

D. Science

1. Life sciences: (living things, animal and plant)

2. Physical sciences: (inorganic: ex: magnetism, machines, geography, light electricity).

Teacher Planned			Incidental Teaching	
Activities	Materials	Frequency	Activities	Context and/or Materials

CURRICULAR AREA	P R O G R A M				
	Teacher Planned		Incidental Teaching		
	Activities	Materials	Frequency	Activities	Context and/or Materials
E. Social Sciences					
1. Self-concept:					
a. individual					
b. sub-cultures of family group, school group, community group, etc.					
c. role and function of members of cultural group					

CURRICULAR AREA

P R O G R A M

	Teacher Planned			Incidental Teaching	
	Activities	Materials	Frequency	Activities	Context and/or Materials
F. Aesthetics: development of Skills of non-verbal responses to environmental stimulus:					
1. Literature					
a. stories					
b. poetry					
2. Art					
a. plastic					
b. graphic					
3. Music					
a. singing					
b. instrumental rhythms					
c. bodily rhythms					

TRIP PROGRAM

Purpose of Trip	Destination	Approx. Date	Transportation (walk, public bus, subway, Board of Education bus)

Auxiliary Teaching Personnel in Classroom:

In what ways have you been able to effectively utilize the auxiliary classroom personnel in your instructional program? In what ways did you meet difficulty in involving this personnel in the on-going program?

Effective Involvement

Problems

Teacher assistant:

Teacher Aide:

Family Worker:

Other:

Parent Program

Utilization of Monthly Closing
Day - 3rd Monday of month

Content

Parents

General estimate of Value
of this procedure

Parent Meetings:

1.

2.

3.

4.

5.

Home Visits

Completed

General estimate of value of this procedure

EXPANDED PREKINDERGARTENS

ENROLLMENT, ATTRITION AND ATTENDANCE as of MAY 31, 1967

A.M. _____ P.M. _____

DATE ENROLLED

DAYS ABSENT

DISCHARGE: DATE & REASON

School # _____

Extended Pre-K

Date of Visit _____

Principal (1)

Evaluator _____

Interview Guide

Principal: Introduction: Our task in the evaluation program is to describe in detail the operation of the pre-kindergarten program this year, with all of its strengths and its thorns. We are faced with the problem of identifying those parts of the design and organization of the programs which were considered strong positive forces toward success and those parts of the design of the program which impeded success. From the point of view of the school administrator, we are seeking certain kinds of information: the data will be handled anonymously...

1. Who supervises pre-k?
2. Generally, how do you feel about the way the pre-k's have developed this year?
3. In what ways would you like to see changes in the over-all plan of the program?
4. Do you feel that these programs are an asset to the public school structure in your neighborhood... in what ways?

School # _____

Extended Pre-K

Date of Visit _____

Principal (2)

Evaluator _____

5. If it were your choice, would you keep the pre-k's in your school?

6. What do you feel is the attitude of the rest of the school personnel toward the pre-k program and its teachers?

School # _____

Extended Pre-K

Date of Visit _____

Assistant Principal (1)

Evaluator _____

Assistant Principal: (Same introduction as for Principal)

(Note: If Principal supervises pre-k, these questions are to be directed to him)

1. Approximately how much of your administrative time have you devoted to the supervision of the pre-kidnergarten program this year?
2. How do you feel about the way these programs have developed this year? Do you feel that you were able to offer the appropriate amount of guidance... to meet the needs of this group as you perceived them?
3. Do you feel you are reaching the target population?
4. Was the ECE supervisor a good source of help to you this year? (Specify)
5. If it was your choice, would you keep the pre-k's in your school next year?

School # _____

Extended Pre-K

Date of Visit _____

Assistant Principal (2)

Evaluator _____

6. Kindergarten enrollment in your school:

Are K's fully enrolled yes _____ no _____

If yes (a) how many children are turned away _____

(b) what is the priority of selection _____

If no - why?

7. What do you feel is the attitude of the rest of the school personnel toward the pre-k program and its teaching staff?

School # _____

ECE Supervisor (1)

Date _____

Evaluator _____

Interview Guide

Introductory remarks:

1. What is the size of your supervisory load:

of teachers: Pre-K Level _____
K Level _____

of schools _____

2. How do you set up your visitation procedures?
(Scheduled? by need? on call? weekly? etc.)3. In the fall, were you involved in the orientation of Pre-K teachers
Yes _____ No _____

In what way?

In perspective, how do you feel about the strengths and weaknesses of the orientation?

School # _____

ECE Supervisor (2)

Date _____

Evaluator _____

4. In-service meetings:

A. Before Spring set of meetings.

How many _____
Where held _____
of teachers attending _____
Budget: did teachers get paid _____
Content and plan of meetings _____

B. Spring meetings:

How many _____
Where held _____
teachers attending _____
Budget _____
Content for each meeting _____

As you look back now - in your opinion what else was needed to make these meetings more effective - if no strings, how would you have wanted to develop this part of in-service supervision.

5. In terms of this year:

a. What problems do you feel you have dealt with successfully?

School # _____

ECE Supervisor (3)

Date _____

Evaluator _____

5. b. What problems have you identified that have not yet been solved?

6. What would you say was the biggest obstacle you faced this year?

7. What would you identify as the most successful part of the program?

8. Relative to school administrative personnel -

a. Biggest problem

b. In what ways were they most helpful ?

How do you feel generally about the competency of Pre-K teachers in the district? Were they well selected, etc.

10. Other comments:

School # _____

Teacher (1)

Date _____

AM _____ PM _____

Evaluator _____

Interview Guide

Introduction: Just a few questions to fill out data

1. How do you get in touch with the ECE Supervisor when and if you need her?
2. How does the ECE Supervisor reach you (via principal, ass't principal, letter, phone, etc.)
3. Re Spring In-service Meetings:
 - a. How many did you attend _____
 - b. How were you notified?
 - c. Where were they held?
 - d. What was nature of content?
 - e. What responsibility, if any, did you have in these meetings?
 - f. Your impressions as to value of such meetings. (Specify)

School # _____

Teacher (2)

Date _____

Evaluator _____

g. Recommendations for the future

4. Are you hitting the target population?

5. As you look back on the orientation program, what recommendations do you have for next year. (Specify)

6. Are you going to teach the pre-k next year? If not, at what level?

7. Will you be teaching in Head Start this summer?

School # _____

Family Assistant (1)

Date _____

Evaluator _____

Interview Guide

Introductory remarks: Emphasize anonymity

1. Approximately what month did you get your parent room set up in this school? _____
2. What supplies have you received for this room? (and when arrived?) _____
3. Approximately how many days a week do parents come here to spend an hour or two? _____

How many _____ Same or different _____

4. Who is your immediate supervisor? _____
5. What other responsibilities do you have besides maintaining the parent room? Get specific details of amount of time spent on these duties - in school for Pre-K, other levels and in community - _____
6. What organization do you belong to in school? _____
7. Do the family workers help you? Yes _____ No _____
In what way? _____
8. Was there an orientation program for family assistants before you began work? Yes _____ No _____
With whom? _____
How often _____

School # _____

Family Assistant (2)

Date _____

Evaluator _____

9. Do you have any meetings with supervisors to help you develop your part of the program? Yes _____ No _____

With whom? _____
How often? _____

10. What is the working relationship between you and teacher (s)? (Elicit re cooperative-comparative-parallel-hierarchical.)

11. In terms of your responsibility for helping to interpret the educational program to the parents, **to what** degree have you been able to spend time in the classroom and to talk to the teachers about this program?

How do you personally feel about what the teachers are doing with the children?

CUE EVALUATION

Parent Interview Areas

1. In what ways do you feel that your child has benefited this year?
2. What would you have liked to see him get out of the program that he did not get? i.e., what was wrong with the program?
3. Did you go to any of the parent meetings...how many...what did you think of them...worthwhile?...like them, etc.
4. Did any of the members of the staff visit you in your home? Was this an enjoyable experience?
5. If you had it to do over, would you still enroll your child in the prekindergarten program...get reasons.
6. Escort service.

SCHOOL # _____

Extended Pre-K

DATE OF VISIT _____

Parent (1)

EVALUATOR _____

A.M P.M.

Interview Guide

Name of parent: _____

Areas of questioning:

1. Attitude toward own child (progress in school, understanding of growth process, sense of pride, confidence, etc.).
2. Attitude toward school and reasons for same (elicit specifically in what ways parent became involved in school activities as well as their feelings about their experiences with school staff.).

APPENDIX C

Staff List

Dr. Sydney L. Schwartz, Evaluation Chairman
Research Associate and Instructor
Teachers College
Columbia University

Mrs. Charlotte Brody
Director, The Little Red Schoolhouse

Mrs. Claire Lawrence
Director, Grant Day Care Center
(Manhattanville Community Centers, Inc.)

Mrs. Florence Lieberman
Instructor, School of Social Work
Hunter College

Mrs. Glenda Schusterman
Instructor in Sociology
Adelphi College

Miss Miriam P. Cestero
Supervisor
N. Y. C. Department of Welfare

Mr. Christian J. Lewis
Social Investigator
N. Y. C. Department of Welfare

Mrs. Margarette Ward
Director, Manhattanville Day Care Center

Dr. Mary Wilsberg
Associate Professor
Department of Education
Queens College

Mrs. Bernice Wilson
Instructor, Scarsdale Adult School

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Extended Pre-K

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EVALUATION OF NEW YORK CITY TITLE I
EDUCATIONAL PROJECTS 1966-67

EDUCATIONAL SERVICES FOR SOCIALLY MALADJUSTED
PUPILS IN SELECTED INSTITUTIONAL SCHOOLS

By Thelma M. Williams

October 1967

The Center For Urban Education
33 West 42nd St., New York, N.Y. 10036

CENTER FOR URBAN EDUCATION
FIELD RESEARCH AND EVALUATION COMMITTEE
ESEA TITLE I EVALUATIONS

SUMMARY REPORT

Date: September 1967

Project: Educational Services for Socially Maladjusted Pupils in
Selected Institutional Schools

Evaluation Director: Dr. Thelma M. Williams
Senior Research Associate
Center for Urban Education

NOTE: To assist in the planning of Title I
projects for 1967-8, this summary
was prepared after the collection
of all data but before the writing of
the final report. The final report
will contain a complete, detailed
evaluation of the project.

EDUCATIONAL SERVICES FOR SOCIALLY MALADJUSTED PUPILS
IN SELECTED INSTITUTIONAL SCHOOLS

The purpose of this program was to improve services for socially maladjusted and emotionally disturbed pupils in schools located within institutional settings. Specifically, the program was aimed at the improvement of academic skills, attitudes, and self image, and at the social and emotional stability of the students.

Title I funds were used to provide additional staff, equipment, and teaching materials to four schools within institutions. These Special Schools for Socially Maladjusted and Emotionally Disturbed Children (SMED) were formerly schools for neglected and dependent children ("400" schools). In February 1966 they were placed under the Bureau for the Education of Socially Maladjusted Children, in accordance with a recommendation of the New York State Education Department to provide a more centrally organized structure for "400" schools. The four schools were: Children's Center, P.S. 35M; Callagy Hall, P.S. 35M, Annex; Mother Cabrini School, P.S. 202M; and Wayside Home for Girls, P.S. 224Q, Annex.

The one characteristic common to these schools was their location within institutions. The institutions, however, varied with respect to physical arrangements, intake criteria, capacity, and duration of stay. Whereas Callagy Hall (girls aged 6-16) and Wayside Home for Girls (girls aged 13-18) had fewer than 100 children, the Mother Cabrini School (girls aged 13-18) averaged 135 children, and the Children's Center (girls aged 2-6 and boys aged 2-16) averaged 235 children.

The institutions served children for varying lengths of time. Children's Center and Callagy Hall were established to provide short-term placement for a maximum of 90 days. (In practice, some children have remained for a year or more.) On the other hand, the Mother Cabrini School and the Wayside Home for Girls were established to accommodate children for a stay of one to two and one-half years.

The two long-term placement institutions had more criteria for intake than the short-term ones. The Mother Cabrini School excludes children who have an I.Q. under 75, physical handicaps, or a problem severe enough to be classified as psychotic.

The Wayside Home for Girls will not admit children with retarded mental development (C.R.M.D.), brain-injured children, or children considered unable to function in school.

Evaluation Procedures

The evaluation team wished to assess the effect of the additional educational and supportive services and to provide guidelines for future services.

Information was gathered through questionnaires and on-site visits. Completed questionnaires were returned by the four principals involved. The on-site visits included: interviews with the principals, interviews with individual teachers, observations in classrooms, tours of the school, interviews with institution staff, review of school records and children's records, and on-the-spot interviews with children.

Findings

Despite the broad variations in the characteristics of the institutions, there were important problems common to the four schools within these institutions.

One major problem was a severe shortage of space. Housing needs competed with school needs. As a result, the potential effectiveness of some of the Title I improvements was diminished. This was particularly true with respect to health education, science, music, and art programs. The limited space also impeded optional use of new library books and other instructional materials.

A second major problem was the severe reading retardation of the majority of the children in these schools. The two short-term placement centers found that reading retardation hindered long-term placement, since philanthropic agencies which maintain institutions for emotionally disturbed and/or socially maladjusted children generally require some minimum degree of proficiency in reading. The two long-term placement institutions wanted to raise reading levels to a point at which students could make a smooth transition to non-institutional schools. (The data available to the evaluation team were not adequate for an accurate assessment of the degree of improvement in reading during the year.)

There is little doubt that the school programs were enhanced and enriched as a result of Title I funding. Specifically, class size was reduced, remedial services were increased, and new music, health education, and art programs were introduced. Where secretarial help was increased, principals were enabled to spend more time on supervision. Where guidance counselors were added, institutional staff were relieved of the task of handling severe disciplinary cases. Purchases included health education and science equipment, audiovisual devices, books, reading games, and S.R.A.

reading material.

Recommendations

The following recommendations are offered for further improvement of the programs in the institutional schools:

1. The remedial reading program should be further expanded.
2. A more uniform and comprehensive program of testing and record keeping should be instituted. In addition to other advantages, this would facilitate assessments of progress in the institutional situation where considerable shifting of placement is anticipated.
3. The physical space allocated for school purposes should be increased. A room should be set aside for library and audiovisual materials for use by students, teachers, and institution staff.
4. A teacher training program should be instituted; it should focus on the needs of institutionalized children, and on appropriate curriculum and methodology.
5. There appears to be a need for better communication between school and institution staff members.
6. Additional classroom teachers, preferably with remedial reading skills, could work with individual children and also help with two school problems:
 - a. It is virtually impossible to provide a substitute teacher when a teacher is absent. The additional teacher would be available for that purpose.
 - b. The teaching staff is isolated from the rest of the educational community. The extra teacher could relieve the regular classroom teacher for occasional visits to other institutional schools, conferences, and the like.
7. There is a need for a curriculum specifically designed to meet the needs of the child in the institutional school.
8. Additional secretarial services are still required in some of the schools.
9. The business education curriculum would be improved if equipment were updated and increased.

10. Procedures for the purchase of materials should be more flexible.
11. The music program should be expanded to include funding for instrumental music. Many children expressed a great deal of interest in such a program.

Center for Urban Education
33 West 42nd Street
New York, New York 10036

EDUCATIONAL SERVICES FOR SOCIALLY MALADJUSTED
PUPILS IN SELECTED INSTITUTIONAL SCHOOLS

Thelma M. Williams

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director

October 1967

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CHAPTER I

INTRODUCTION

Purpose of the Evaluation

This is the final report of the evaluation of the Title I program, Improving Services for Socially Maladjusted Pupils in Selected Institutional Schools for the 1966-67 school year. Four schools located within institutional settings were allotted Title I funds for additional teaching staff, equipment, and supplies. The purpose of the project was to improve the pupils' performance in reading and other skills beyond usual expectations; to improve their self-image and attitude towards school; and to improve the pupils' emotional and social stability, as well as the emotional and social stability of their families.

The four schools selected for inclusion in this project were converted from schools for Neglected and Dependent to schools for the Socially Maladjusted and Emotionally Disturbed Children.¹ These schools, and the changes involved, are:

P-405-M, Children's Center, New York City, to P-35-M;

P-408-M, Callagy Hall, New York City, to P-35-M Annex
(Children's Center Annex);

P-406-M, Mother Cabrini School, West Park, (New York), to P-292-M;

P-401-Q, Wayside Home for Girls, Valley Stream, (New York), to
P-224-Q Annex (Wayside Home Annex).

¹In February 1966, the New York City Board of Education passed a resolution that converted three "400" schools and one "400" school annex for neglected and dependent children to Special Schools and annexes for Socially Maladjusted and Emotionally Disturbed Children and that called for the expansion of services at the schools involved, through the use of federal funds.

This evaluation was to ascertain the extent to which personnel and services, called for under Title I, were assigned and used, and the effect of the addition of these services upon the instructional program. In other words, have the children shown improvement in reading, mathematics, and other areas specified in the project proposal?

Evaluation Procedure

The Board of Education's project proposal did not establish a clear cut basis for measuring the impact of the added personnel and services. New staff, equipment, and supplies were provided across the board to all pupils in each of the four schools. As a result, the project allowed for no basis of comparison via "control" groups within the schools studied, insofar as pupils were concerned. Similarly, the project was not timed in a manner to permit a clear baseline assessment of the affected pupils, before the program began, to allow for measurement of changes in performance as a result of the program.

This evaluation was organized around two broad objectives: (1) to assess the degree of implementation of the plan to augment the staff services provided in the four schools; (2) to study the behavior, achievement, and attitudes of pupils enrolled in the program. Two interdisciplinary research teams were employed, composed of members holding degrees in education, psychology, anthropology, social work, guidance, administration, sociology, and psychiatry. Under study were two areas:

1. Staff Member Evaluations. By personal interviews, written questionnaires, and observations, the researchers were to account for the services of each person budgeted by the project in terms of role definition (as supplied by the Board of Education), professional qualifications and experience, personal involvement, and value orientation and support obtained through in-service training.

2. Pupil Evaluation. The evaluation sought to provide a base for future qualitative evaluation of pupils' behavior, and achievement as ascertained through achievement tests administered during 1964-65, 1965-66, and 1966-67, as well as to conduct group interviews and study anecdotal and attendance records.

The Instruments

A letter was sent to all principals notifying them of the Center for Urban Education's assignment (see Appendix A). A questionnaire was sent to the principals that listed the number of positions allocated in the Title I Project, and provided space for the names of the persons hired to fill the positions (see Appendix A). All four schools returned the questionnaire.² The following instruments were also used:

1. A questionnaire was sent to each teacher (see Appendix A).
2. A questionnaire was sent to the guidance counselors (see Appendix A).

² A questionnaire was developed for assistant principals, but since none of the positions had been filled, it was therefore not used. The form, however, is included as part of this report in Appendix A.

A return self-addressed envelope was included in all questionnaires. The data from the returned questionnaires were compiled and made available to the members of the evaluation team who were to make the site visits. This material gave the background information that was used by the researchers in formulating questions for individual interviews with the professional personnel. The site visits included the following activities:

1. Interview with school principal.
2. Interview with individual teachers.
3. Observations in classrooms.
4. Observations of school building, facilities, and organization.
5. Interviews with institutional staff members.
6. Review of school records and children's records.
7. On-the-spot interviews with children.

CHAPTER II

FINDINGS

The one factor common to all the schools is that they are located in institutions for neglected, dependent children. Populations, placement goals, and instructional programs vary. Therefore, each school will be evaluated separately.

CHILDREN'S CENTER - P.S. 35 MANHATTAN

At Children's Center of the New York City Department of Welfare, the school and institution are housed in one building located at 104th Street and Fifth Avenue in New York City. This institution was established to provide shelter for homeless, neglected boys, ages two to 16, and girls, ages two to six years only. The maximum length of stay is supposed to be 90 days. Since there is a lack of space in some of the state and private institutions for homeless children, many of these children must remain beyond the 90-day period.

Children are admitted 24 hours a day and because there is an open intake policy, the population is constantly changing. The average capacity of the school is 235 children. However, it has accommodated as many as 450 children at one time. There are some clinical, psychological, and social work personnel available at the Children's Center, serving all Center needs, although not generally planned on an extended basis, because the children remain for such varying periods of time. The majority of the children are of elementary and junior high school age and attend P.S. 35-M within the Center.

Pupil Characteristics

The ethnic composition of the school is 90 per cent Negro, 5 per cent Puerto Rican, and 5 per cent white. The pupils are from economically deprived homes in which the family has disintegrated and the child has no other place to live. Only a few of the pupils function at grade level in basic skill areas. Most of them are

severely retarded in reading and mathematics; many cannot read at all. Generally, private institutions for emotionally disturbed pupils require children to read, and are therefore reluctant to accept for admission the type of pupil in Children's Center. One of the main objectives of Children's Center is to eliminate a pupil's cumulative defects so that he may become eligible for placement in an institution with a long-term child care program.

School Building and Organization

The school (P.S.35-M) is organized to provide for the first eight grades. Pupils in higher grades attend community schools. A nursery school is maintained in the institution for the younger children. There is a shortage of space for classrooms. Only 12 rooms are available for approximately 200 pupils in grades one through eight. Therefore, a three-session schedule has been devised to serve these pupils. Seventeen classes, scheduled at various times, meet during the day.

After a child has been in the institution for three days, he is sent to school. The institution provides the school with the child's name and such psychological material as is available. The school principal also contacts the child's previous school and requests his prior school records. In many instances, there is little information available. Since the school is not equipped to deal with mentally retarded children, pupils with this difficulty may be sent to one of the local schools that has a C.R.M.D. program for such children. This, however,

would only be done if the child is expected to remain for any extended period of time. On occasions, children who are able to function at a high level are also referred to special classes in outside local schools.

At Children's Center, all pupils are placed in self-contained classes, even in the seventh and eighth grades. (In regular schools, seventh and eighth grade classes are usually departmentalized.) The teacher assigned to the class is responsible for basic skill training in reading and mathematics, and for social studies. Special teachers provide additional experiences in science, art, music, physical education, and library skills. Remedial services are available to the most severely retarded children.

Staff Augmentation

The Board of Education project proposal for Children's Center called for 13 additional positions. Of these, nine were teaching positions: one in art, two in remedial reading, one in home economics, two in health education, one in music, one in science, and one in industrial arts. The remaining four positions were for administrative and clerical staff: one school secretary, one guidance counselor, and two assistant principals.

Funds totaling \$9,465 were allotted to Children's Center for the purchase of equipment and supplies.

Results - Staff Member Evaluations

The researchers found that of the 13 positions appropriated, nine

were filled. Seven teachers, one guidance counselor, and one school secretary were employed with Title I funds for the school year 1966-67. Table I lists the teachers. It also shows teacher license, original assignment, and date of approval by the Board of Education.

The inability to find personnel with certain specialties such as science and library training made it difficult to fill all positions with teachers with permanent licenses. Four of the seven teachers had substitute licenses and some teachers were teaching out of their license, as is shown in Table I.

TABLE I

TEACHER*	LICENSE	ASSIGNMENT	DATE APPROVED BY BOARD OF ED.
1	Common Branches (Regular license)	Sixth Grade	September, 1966
2	Music (Vocal) Junior High (Regular license)	Music	September, 1966
3	Social Studies Junior High (Substitute license)	Social Studies Grade 6	September, 1966
4	Common Branches (Regular license)	Reading Grade 3-8	September, 1966
5	Health Education High School (Substitute license)	Health Education	September, 1966
6	English Junior High (Substitute license)	Health Education 1-8	February, 1967
7 (2/5 time)	Common Branches (Substitute license)	Reading 3-8	September, 1966

*The teacher's name has been replaced by a number.

The industrial art and home economics positions were city-funded and not funded by Title I for 1966-67. There were also some changes in teaching from the original assignment in the course of the year. Teacher one was changed from sixth grade to a librarian for grades one through eight, and teacher six was changed from health education to art.

Since all augmentations of staff, as well as new equipment and supplies, were scheduled to occur across the board to all pupils in the school, there was no clear baseline for determining changes in pupils in relation to the stated objectives of the project. However, the following information was obtained through interviews, observations, and a review of records.

Advantages resulting from the additional staff members assigned to Children's Center were found, although many of the advantages were curtailed by the shortage of space in the building. There was evidence of improvement in the school organization and curriculum.

Two teachers were assigned to all seventh- and eighth-year classes. The combined varied professional backgrounds, interests, and personalities of the two teachers helped in situations where children spent 24 hours a day in the building. At the junior high school level, these classes are not departmentalized in accordance with conventional educational procedures. A young, inexperienced teacher found himself in a position in which he was teaching Language Arts, Social Studies, Mathematics, Science, Art, Speech, and Penmanship, even though he was only licensed in Social Studies, and holds a Bachelor's Degree in Economics.

This teacher stated he was helped by the experience of the other teacher, who had a complementary professional background, and more experience in teaching at this level.

Reduced Class Size

Class sizes were reduced from 30 or more pupils to no more than 19 pupils. A visit to all classes confirmed the fact that no group contained more than 19 children. The average class size was 12. If any classes had larger registers, at both the elementary and junior high levels, they were taught by two teachers. The principal made it clear that the reduction in class size was attributed to the increased instructional positions made available through Title I funds.

Music Enrichment

Federal funds have made a qualified music specialist available to the school for the first time. Such activities as group singing, listening activities, chorus, and school concerts were added to the curriculum at all levels. Group singing was observed in the auditorium and staff members reported that the music classes contributed to the Brotherhood Week program which was observed. (The music teacher stated that many children requested instrumental music also but that there were no funds for such a program at the school.)

Art Enrichment

The art program at the school was also made possible through federal funds. Visits to classes revealed some striking and attractive

abstract paintings. There were paintings in the halls. This program has been introduced into the curriculum at all levels for the first time.

Health Education

The researchers were told that this program was valuable not only for the much needed physical exercise and training it provided in rules of standard games, but also for the experience it gave the children in living and playing together as a group. Students also profited greatly from the discipline that the activity provided. This program, like all others in the school, was somewhat hampered by the limitation of space. The principal stated that there was a plan to use the roof of the school as a gymnasium area in the future.

Remedial Reading

One of the most serious problems facing the school was reading retardation. Through the use of federal funds, two teaching positions had been made available in reading. Visits to the small reading laboratory revealed that supplementary reading material from the Bank Street College of Education was being used in the teaching of reading. The reading teachers maintained that progress was made with several students because of the small classes and the adequate supply of appropriate materials.

Library Services

Five thousand dollars in federal funds have been allotted for the purchase of books. This has provided the school with an impressive

collection of books in nearly every subject. In the small room set aside for a library, there are books on the social sciences, applied science, pure science, and biography, as well as various picture books. There were few books, however, which dealt with the culture and heritage of the Negro and Puerto Rican, which the observers felt should be important for the children's self-image.

Guidance Counselor

It was reported by the principal and teachers that the additional guidance counselor gave limited individual counseling to students with adjustment problems, observed pupils in class, held conferences with pupils who were to be sent to high schools, advised pupils with learning problems, and provided occupational and educational information for pupils when necessary. The counselor's work with the teachers included the discussion of specific cases and referrals, the suggestion of techniques for handling special problems, and the recommendation of curriculum materials that met the special needs of some of the pupils. He also recommended professional books and journals for teachers' use in the area of guidance. During this school year, with the assistance of the guidance counselor, it was stated that all behavior problems were handled by the teacher involved.

Administrative and Clerical Positions

The secretarial position had been filled. The principal stated that the addition of a secretary provided the school administrator and teachers with necessary clerical help for keeping records, writing

reports, contact with other schools, and preparation of teacher-made curriculum materials.

The assistant to principal position remained unfilled at Children's Center. The principal stated that she was hoping to obtain a Negro who would qualify for this position, because of the makeup of the student body.

Orientation Procedures and In-Service Training for Additional Staff Members

There was no structured orientation program for new staff members. Each new teacher had a series of conferences with the principal and with experienced teachers. They were also involved in group and individual guidance sessions with the guidance counselor.

As in the case of the orientation program, the in-service program was also informal and unstructured. Conferences are held weekly in which the principal and guidance counselor conducted informal seminars for the teaching staff. It was here that problems and their solutions are discussed. Some members of the faculty indicated the need for a more structured approach to in-service training.

Educational Equipment and Supplies

The equipment and supplies, purchased with federal funds (\$9,465) were made available to the teaching staff. Some of the more significant items were: (1) books and teaching aides--five thousand dollars were used for the purchase of books, reading games, writing charts, SRA reading materials, the Graded Arithmetic Workshop Series; (2) audiovisual equipment--a tape recorder and an overhead projector;

(3) science supplies--various chemicals, telegraph keys, aquaria, prisms; (4) supplies for health education--soccer balls, badminton sets, various quiet games.

The principal stated that many of the youngsters in the school were not able to learn through the traditional textbook approach. In many instances, books were foreign to them. In the principal's opinion, additional funds were necessary to expand the visual aid program. She felt that slide projectors, overhead projectors, and audio equipment, such as record players and tape recorders would be very effective with these children.

Discussion

The program at Children's Center has been enhanced and enriched as a result of Title I funding. The school, unfortunately, works under considerable hardship because the institution in which it is located is overcrowded and does not have adequate space for a school program. It is a fact that, in the past few years, two classrooms were converted into dormitories to house children. It may be that as the population of the institution increases, space for housing the children will become so critical that other classrooms may have to be converted into dormitory space. However, the available classroom space had been used effectively.

As stated in this report, children do remain at the shelter beyond 90 days, which is supposed to be the maximum, while they await placement in another institution. These children, because of their severe educational limitations, often are rejected by other institutions.

Therefore, it would seem that the major thrust, educationally, should be preparation for placement. If this is to be accomplished, an expansion of the remedial reading program is clearly indicated. An additional two or three highly skilled, well-trained remedial specialists are needed. Once the remedial department is organized, an affiliation with one or two of the universities in the New York area is recommended. Student teachers with special interest in and preparation for teaching remedial reading could be brought in to further support the reading program. Children might also be sent to some of the university remedial clinics for more intensive evaluation and diagnosis of their remedial problems.

Psychological services, perhaps in cooperation with the institution, need to be increased. An educational and psychological testing program would help to pinpoint areas of emotional and intellectual deficiency. The psychological data could then be used to develop an individualized program with specific remediation goals for each child.

There was a noticeable lack of curriculum material about the culture and heritage of the Negro and Puerto Rican community. A curriculum coordinator is needed to help teachers prepare specialized material for classroom and individualized instruction.

The researchers saw a need for ongoing teacher training seminars where sociologists, educators, psychiatrists, anthropologists, and others might be brought in from the community and nearby universities to participate.

It is essential that there be available to some of these children, adults who understand their language. Some of the Puerto Rican children could not make themselves understood in English, and there was no Spanish-speaking member of the teaching staff.

CALLAGY HALL - P.S. 35-M CHILDREN'S CENTER ANNEX

At Callagy Hall of the New York City Department of Welfare, the school and the institution are housed in one building located on East 12th Street in New York City.

Callagy Hall is an annex to Children's Center and therefore has the same basic philosophy and procedures. Its program differs in that it serves girls instead of boys. The institution was established to provide shelter for homeless, neglected girls, ages six to 16. The average capacity of the school is 75 children. However, it has accommodated over 100 children at one time. The majority of the children are of elementary school age. The older children attend a nearby junior high school or community high schools. As with Children's Center, the maximum length of stay is 90 days. Since there is a lack of space in some of the state and private institutions for homeless children, many of them must remain beyond the 90-day period.

Pupil Characteristics

On the day that the researchers visited the institution the full register was 75 children. Fifty-one of these were actually in attendance at Callagy Hall. Among the 51, there were 23 Negro pupils, 16 Puerto Rican pupils, and 12 white pupils. The other 24 pupils

were attending outside junior high or high schools.

As in Children's Center, the pupils are from economically deprived homes in which the family has disintegrated and the child has no other place to live. Only a few of the pupils function at grade level in basic skills. Most of them are severely retarded in reading, mathematics, and other skills, so that private institutions for emotionally disturbed children are reluctant to accept them for admission. One of the main objectives of Callagy Hall is to eliminate a pupil's cumulative deficits so that he may be eligible for placement in an institution with a long-term child care program.

School Building and Organization

The school was organized to provide for the first six grades. There is a shortage of space for classrooms. Only six classrooms are available for the six grades in the school. There is one additional multi-purpose room. The size of the classes varies depending upon the number of children admitted and discharged. A visit to the classes revealed that there were no more than 12 children in any one class on that date.

As at Children's Center, after a child has been in the institution for three days, he is sent to the school. The institution provides the school with the child's name and such psychological

material as is available. The school principal contacts the child's previous school and asks that his records be sent. Since the school is not equipped to deal with mentally retarded children, they may be sent to one of the local schools that has a C.R.M.D. program. This, however, would only be done if the child is expected to remain for any extended period of time. On occasions, children who are able to function at a high level are also referred to special classes in outside local schools.

All children are in self-contained classes but there are two additional part-time teachers who enrich the program through special reading activities. A health education program has been added during the past two years and a remedial reading teacher provides specialized instruction for children who are seriously retarded.

Staff Augmentation

The Board of Education project proposal for Callagy Hall called for 2.4 additional staff. Of these, two were teaching positions; one remedial reading and one health education teacher. There was a part-time (.4 of a position) added for a guidance counselor's services for two days per week.

Funds totaling \$2,865.00 were allotted to Callagy Hall for the purchase of equipment and supplies.

Results - Staff Member Evaluation

The researchers found that the two teaching positions were filled,

but at the request of the principal, no additional guidance counselor services were utilized by Callagy Hall. The principal felt that there were sufficient counseling services available when needed, provided through the Institutional Social Services Unit.

Since the project proposal was written to allow all augmentations to staff, as well as the introduction of new equipment and supplies to apply across the board to all pupils in the school, there was no clear baseline for determining changes in pupils in relation to the stated objectives of the project.

Advantages resulting from the additional staff members assigned to Callagy Hall were indicated, although the fullest utilization of these advantages was curtailed by the shortage of space in the building.

Remedial Reading

One of the most serious problems facing the pupils at Callagy Hall was reading retardation. Through the use of federal funds, one teaching position in reading had been made available, and observers' visits to the multi-purpose room that was being utilized as a reading room and library revealed that appropriate reading materials were being used to help retarded readers.

Health Education

The researchers were told that the health education program was a valuable addition to the program in that it provided both

physical exercise and experiences in self discipline for the children. A male staff member has been employed as the health education teacher. The principal stated that he was the only male staff member in the school and a welcome addition to the staff.

Positions Transferred from Children's Center

Two positions were transferred from Children's Center to its annex, Callagy Hall. An assistant principal's position transferred to Callagy Hall, allowed for the replacement of the former position of "teacher in charge", by one of a regular assistant to principal.

A teaching position was also transferred from Children's Center and a teacher was assigned to provide reading enrichment and art.

Orientation Procedure and In-Service Training for Additional Staff Members

In-service training and orientation for special school needs was given by the principal and by the institution's psychological and health teams. A free period of one hour each Wednesday, when children have released time for religious instruction, was utilized for overall orientation and training.

Educational Equipment and Supplies

A sum of \$2,865.00 was allotted to Callagy Hall for equipment and supplies. The researchers found that some audio-visual equipment and materials had been purchased. This material was made available for staff members' use.

Discussion

Researchers found that the overall atmosphere in the school was relaxed and purposeful. The children in the classrooms visited were involved in work and interested in on-going activities. The staff members have made the best use of the inadequate school plant. Some classrooms were very small and crowded, while others were dark, having windows that looked out on blank walls. There is need for additional space for special activities such as library, science, and art. The six classrooms are, of course, needed for the six grades in the school, but additional and larger rooms would be welcome. Finally, there is need for a library stocked with books appropriate to children of this age, as well as a librarian to provide the leadership necessary to maintain an adequate library.

MOTHER CABRINI (SACRED HEART) P.S. 202 MANHATTAN

Mother Cabrini is located at West Park, New York, and is under the auspices of the Missionary Sisters of the Sacred Heart.

The institution was established to provide for neglected and dependent girls aged three to 18 years. Pupils remain in the residence from one to two and a half years. Pupils are usually placed because of a Neglect Petition or a Court Remand. No pupil is admitted with an IQ under 75, with physical handicaps, or who is severely disturbed or psychotic. The capacity of the institution is 135 girls; treatment facilities consist of a part-time psychiatrist (two days a week), a

number of part-time social workers, and a psychologist (two days a week).

Pupil Characteristics

The ethnic composition of the school is 58 per cent Puerto Rican, 24 per cent Negro, 15 per cent white, and 3 per cent other. The pupils are from economically deprived homes in which the family has disintegrated. Most of the pupils are emotionally disturbed and socially maladjusted. In addition, many of them are severely retarded. Many pupils are from two to three years retarded in language skills. The program, therefore, strives to improve the level of language skills and to broaden the base of general knowledge in order to ease the children's transition from the institution to regular schools, to which they will eventually return.

School Building and Organization

In February 1966 this school's joint supervision by the New York City Board of Education and the Missionary Sisters of the Sacred Heart was changed to complete supervision by the New York City Board of Education. Before the change, the Board of Education and the Sisters of the Sacred Heart each provided five teachers. The Board of Education provided a visiting administrator one day a month to take care of details that could not be handled by the teachers. The individual teachers were responsible for most of their own administrative duties.

The major portion of Title I funds allotted to Mother Cabrini for the school year 1966-67 was used to replace the five teachers formerly provided by the religious Order.

Pupils are placed in self-contained, ungraded classes and remain with the teacher most of the day. Pupils are removed from the main class in small groups or as a full class for such activities as arts and crafts, physical education, and reading. Previously, there was a class for mentally retarded pupils, but this class was eliminated when all the classes became non-graded. The average class size is 12, but the population of each classroom was reduced when pupils participated in special activities outside the classroom.

The researchers found that some of the older girls were sent to the school office to work as secretarial aides.

Staff Augmentation

The Board of Education project proposal for Mother Cabrini called for 9.8 additional positions. Of these 9.8 positions, five were classroom teachers, one was a remedial reading teacher and the .8 (or 4 days per week) was allotted to a teacher of home economics. The remaining three positions included a junior principal, a guidance counselor, and a school secretary.

Results

Of the 9.8 positions allotted, all but the position of guidance counselor were filled.

Five Classroom Teachers

As noted before, the five classroom teaching positions did not actually provide new services for the school, since they replaced the

five positions which had been previously filled by the Sisters of the Sacred Heart. The positions were filled by experienced teachers who were transferred from the Wiltwyck School for Boys in September 1966.²

Remedial Reading Teacher

The remedial reading teacher developed a program whereby children in need of individual instruction were scheduled for such help on a regular basis. All children, upon admission to the institution, were given a diagnostic battery of reading tests, and a report was made containing specific recommendations. On the basis of the test results, the pupil was placed in the appropriate class. The remedial reading teacher also worked out a "contract" with each child for improving her reading skills. The student took this contract to class. The classroom teacher helped the child to fulfill her contract as part of the reading program. Children responded favorably to this contract device and were gratified by their own progress.

Junior Principal

The position of junior principal was also filled by a person from the Wiltwyck School For Boys. He assumed responsibility for the administration and supervision of the school.

Secretarial Services

The additional secretarial services provided the school administrator and teachers with necessary clerical help in record keeping,

²Wiltwyck School for Boys, an institutional school under the supervision of the New York City Board of Education, became an independent school district in July 1966.

writing of reports, and maintaining contact with the institutional personnel. The school office was also used to provide clerical experience for some of the older girls.

Orientation Procedures and In-Service Training for Additional Staff Members.

This year of transition of the institution--from part-parochial to public auspices, and the addition of new staff members transferred from Wiltwyck School for Boys--was difficult. But the fact that new staff members--a junior principal, classroom teachers and a secretary--had worked together at Wiltwyck and brought with them experience in an institutional setting, was an advantage.

There was no structured procedure for orientation and in-service training.

Educational Equipment and Supplies

An allotment of \$8,465.00 had been allocated for the purchase of equipment and supplies. The principal stated that equipment and supplies had been ordered but, at the time of the visit, April 12, 1967, none had been received. The researchers also found that newly ordered textbooks were not available.

Discussion

The researchers found that there was no school library. The school has adequate library facilities that are wasted because it has no librarian. The library could also be used to provide audio-visual materials for both children and staff members. There is a need for

an additional classroom teacher, preferably one with remedial reading skills. This teacher could work in helping classroom teachers as well as individual pupils.

It was also felt that a typing teacher or a commercial program was needed. Typing could be utilized as a method of motivating children to read. There is a need for a curriculum specialist to prepare curriculum material adapted for pupils with severe educational problems, that take into account pupils' reading levels, degree of maturity, and social and cultural backgrounds.

WAYSIDE SCHOOL FOR GIRLS

P. S. 224 QUEENS

The Wayside School is located in Valley Stream, Long Island, and is under the auspices of the Salvation Army. This is a girls' residence in a campus setting. Girls are referred from areas outside of New York City such as Westchester, Nassau, and Suffolk counties and upstate communities in the Albany-Binghamton district.

At the time of the visit there were 49 girls in the school and 25 were from New York City. The ages of the girls were 13 through 18 years. The length of placement varied with the needs of the girls. The average pupil stayed one and one half years. These pupils are referred to the institution by the courts. Wayside established its own criteria for admission. Girls who are not able to function in

school, as well as brain-injured and mentally retarded pupils are not accepted. The school provides psychiatric services on an individual and group basis.

Pupil Characteristics

These girls are socially maladjusted, emotionally disturbed, and are on remand to the courts. This means that if a child is unable to function successfully in the program, the institution may have to return her to court for further disposition. The population is fairly stable during the school year.

School Building and Organization

The living facilities consist of newly constructed cottages, each housing 12 girls. In addition, there is a large building that includes a central dining hall, living room, staff facilities, and bedrooms for approximately 20 girls. The living quarters are superior to those found in most institutional settings. Much emphasis is placed on the individual needs of the child and provision is made for recreation and creative activities in the cottages.

The school provides a program for girls of junior and senior high school ages. The curriculum includes courses in English, social studies, mathematics, science, home economics, business education, health education, and nursing education. Remedial reading services are available for girls, in small groups and individually. The curriculum includes recreational trips. Visits to hospitals are made by the nursing students and visits to places of business by clerical and business education students.

Staff Augmentation

The Board of Education project proposal for the Wayside Home for Girls called for 4.8 additional positions. Of these, one teacher was used to reduce class size; the other positions included one beauty culture teacher, one health education teacher, one remedial reading teacher, two-tenths of the time of a home economics teacher (one day per week), and six-tenths of the time of a guidance teacher (three days per week). Funds totaling \$5,000.00 were allotted for the purchase of educational equipment and supplies.

Results - Staff Augmentation

The researchers found that of the positions appropriated, those of the teacher to reduce class size, the remedial reading teacher and the health education teacher were filled. The beauty culture teacher position was replaced by a nursing teacher position. The guidance counselor position was left vacant.

Teacher to Reduce Class Size

The additional teacher had been used to reduce class size as well as to increase the number of mathematics courses offered. The researchers found that the classrooms visited had from five to nine students. The pupils in the classes were gainfully occupied.

Remedial Reading

The new remedial reading program was made available to all girls in the school. Pupils received small group and individual instruction in language arts. Tutorial groups in mathematics were also scheduled.

Home Economics

Title I funds made available, for one day a week, an additional home economics teacher added to an on-going home economics program. This position made possible the addition of lessons in consumer education and health practices. It was reported that funds were inadequate for the purchase of materials for the home economics program. Many of the girls were capable of making clothes for their personal wardrobes. They were, however, limited by the lack of funds to purchase materials.

Health Education

The health education teacher taught both the health education and physical education activities in the school. The pupils expressed their great interest in the various sports and physical activities in which they were involved. Trips to the local bowling alley were planned on a weekly basis. One trip had been planned to Yankee Stadium for the baseball game.

Nursing Teacher

The researchers found that many girls had been attracted to the nursing program because they felt that nursing skills might be helpful to them whether or not they entered the nursing profession. The position was filled with a licensed nursing teacher who was familiar with the program requirements. Nursing classes were conducted on different levels. Trips were made to the local hospital to observe nursing practices.

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The following recommendations are offered for further improvement of the programs in the institutional schools:

1. The remedial reading and mathematics programs should be further expanded.
2. A more uniform and comprehensive program of testing and record keeping should be instituted. In addition to other advantages, this would facilitate assessments of progress in the institutional situation where considerable shifting of placement is anticipated.
3. The physical space allocated for school purposes should be increased. A room should be set aside for library and audio-visual materials for use by students, teachers, and institution staff.
4. A teacher training program should be instituted; it should focus on the needs of institutionalized children, and on appropriate curriculum and methodology.
5. Finally, it is recommended that the children in the Children's Center, Callagy Hall, and Mother Cabrini be divided into two groups -- one for seriously disturbed children and the other for homeless, displaced children. The children with serious emotional and social problems should continue their education in the institutional school. The homeless children who are not seriously disturbed might be integrated into the regular community schools in order to provide substantial racial integration and contact with the community to which it is hoped they will ultimately return and live as productive citizens.

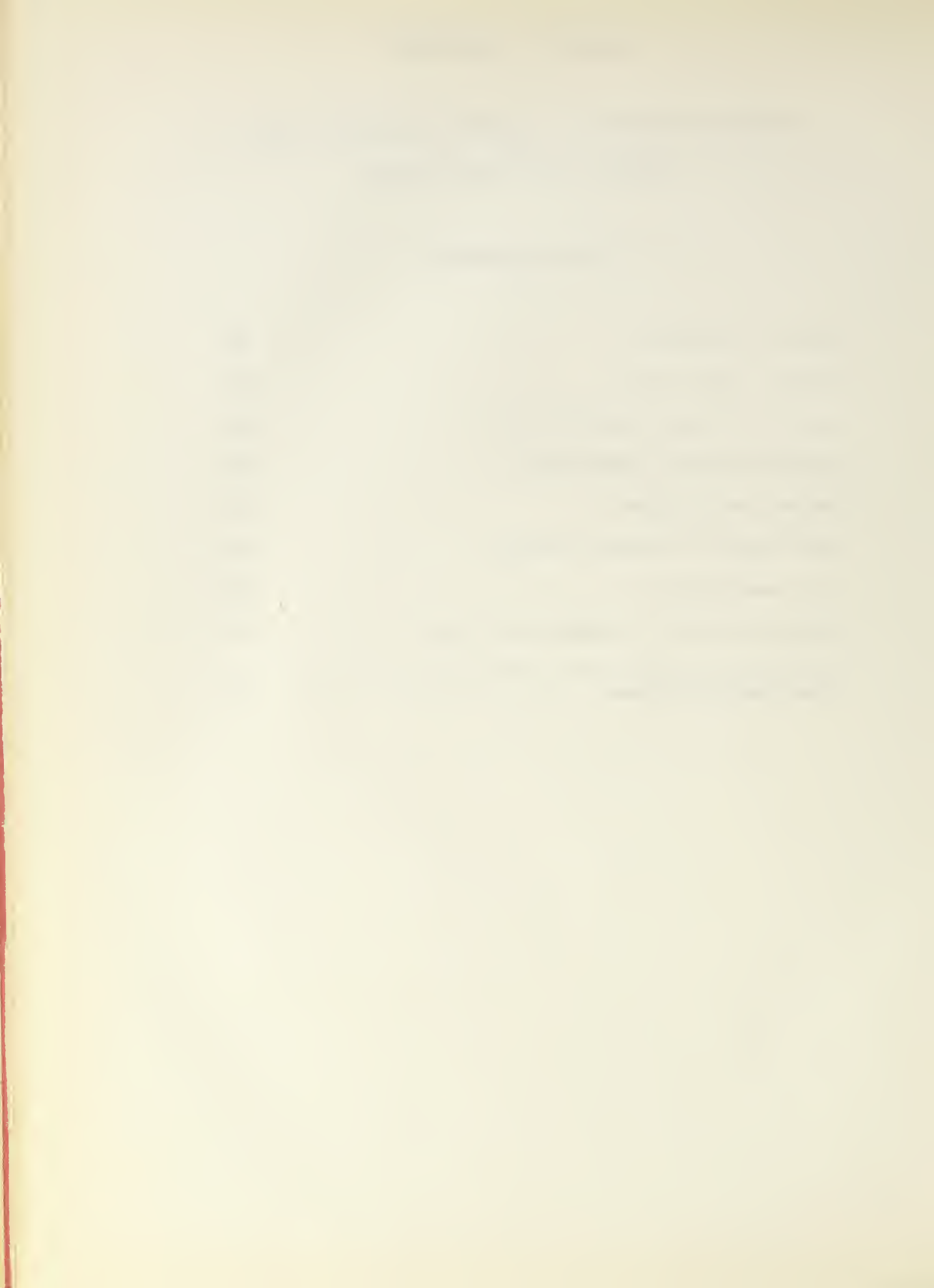
A concluding note -- the researchers found during the visits that the staff members in the four institutions cooperated in every possible way. They made available whatever records and documents were requested. Teachers participated freely in interviews and what came through was the genuine interest and concern about their pupils and their programs.

Appendix B - INSTRUMENTS

EDUCATIONAL SERVICES FOR SOCIALLY MALADJUSTED PUPILS IN SELECTED INSTITUTIONAL SCHOOLS

List of Instruments

Letter of Introduction	B1
Principal Questionnaire	B3
Assistant Principal Questionnaire	B5
Guidance Counselor Questionnaire	B8
Teachers Questionnaire	B11
Pupil Evaluation Research Procedure	B14
Pupil Questionnaire	B16
Reading, Arithmetic and Achievement Tests	B22
Profile Sheet for the Socially Maladjusted and for the Emotionally Disturbed	B26



CENTER FOR URBAN EDUCATION
33 West 42nd St.
New York, N. Y. 10036

Date February, 1967

Mr(s).
Principal
School
Address

Dear Mr(s).

As you know from General Circular No. 6, 1966-67, of the Board of Education, we have been assigned to evaluate the _____ program in the elementary, junior, and/or senior high schools.

The first phase of this study was completed in the spring of 1966. The second phase will be conducted during the next few months.

As a participant in the Program, your cooperation is vital and is earnestly enlisted. We are all too conscious of the imposition on your limited time and can only assure you that we will do our utmost to complete our work at your school as quickly as possible and with a minimum of disturbance.

The basic plan calls for visits by a team of people. The leader of this team is Dr. Harry Gottesfeld. He is Associate Professor, Graduate School of Education, Yeshiva University, 55 Fifth Avenue, New York 10003, telephone 255-5600, ext. 415. All further contacts with your school in reference to the above project will be made through him.

Attached is a list of questions often asked by principals last spring. We hope our answers will be helpful. If you have any other questions, please do not hesitate to call me at 244-0300, extension 34.

Thank you kindly for your cooperation.

Respectfully yours,



Thelma M. Williams, Ed. D.
Director Special Education Evaluations

QUESTIONS AND ANSWERS

1. Who is Dr. Thelma M. Williams?

Senior Educational Associate in charge of Special Education Evaluations, Title I, Center for Urban Education, 33 West 42nd Street, New York City. Adjunct Assoc. Professor of Education, Long Island University, New York City.

2. Who are the professionals assigned to observe and interview?

A team consisting of educators, social workers, psychologists, psychiatrists, parent educators, sociologists, anthropologists, etc., who know schools, child and adolescent behavior, and teaching, and who are associated with universities in New York City and in nearby areas; also, principals and directors of well-known private schools.

3. Shall I alert my staff members to your visit?

If you wish.

4. Will I or my staff members be permitted to see any of the instruments you plan to use?

Yes. You may see all instruments. However, the policy of the Center for Urban Education does not permit us to leave copies of these instruments with anyone.

5. Has the final report of the spring study been released?

Yes. The spring report can now be seen in the library of the Center for Urban Education, 33 West 42nd Street, New York City.

CENTER FOR URBAN EDUCATION
33 West 42nd Street
New York, N.Y.

FORM A

The Center for Urban Education has been asked by your Board of Education to evaluate the Title I Programs funded under Elementary and Secondary Education Act. The evaluation is a required provision of the Act and is essential if the programs are to be continued or expanded in the future. I have been selected Evaluation Director to head up a committee concerned with staffing of programs. In order to complete this assignment, your cooperation is essential. Every effort will be made to obtain essential material without burdening you with additional work. Staff will be contacted directly and asked to complete questionnaire prior to select personal interviews. The questionnaires will be sent directly to your staff and they will return them to me at the Center.

The Title I proposal states that your school has been assigned additional staff as follows: (Would you please list the names of the staff.)

Assistant Principals (2):

1. _____
2. _____

Librarian (1):

1. _____

Guidance Counselor (1):

1. _____

School Psychiatrist (Part-time) (1):

(Please indicate amount of time allotted to your school.)

1. _____

School Psychologist (Part-time) (1):

(Please indicate amount of time allotted to your school.)

1. _____

School Social Worker (Part-time) (1):

1. _____

School Secretary (1):

1. _____

Teachers: Number: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

CENTER FOR URBAN EDUCATION
33 West 42nd St.
New York, N.Y.

FORM D

ASSISTANT PRINCIPAL'S QUESTIONNAIRE
(Project 010)

1. Name _____ School _____

2. Professional Training (list Degrees)

3. Certification (if more than one list all)

- a.
- b.
- c.

4. What experience have you had in N.Y.C. schools? Include years in each area.

5. Have you had experience in other school systems? If so, specify subject area and number of years.

6. As Assistant Principal, what percentage of your time is spent in the following areas?

Percentage of time

Work with students _____

Supervising teachers _____

Administrative duties _____

7. Describe your work with students. Please be specific and note any practices or procedures that you have instituted because of the special nature of the student population.

Assistant Principal

2.

8. Do you supervise teachers? YES NO
If YES, describe the supervisory process.

9. Have you had any special training in the education of the emotionally and socially maladjusted child? If so, please specify courses other than those required of all teachers, seminars, workshops, in-service training, etc.

10. What is your contact with the following:- (Please circle appropriate answer.)

Parents	Regularly	When Necessary	None
Psychologists	Regularly	When Necessary	None
Psychiatrists	Regularly	When Necessary	None
Case Worker	Regularly	When Necessary	None
Community Agencies			
_____	Regularly	When Necessary	None
_____	Regularly	When Necessary	None
_____	Regularly	When Necessary	None

11. Are you assigned duties not ordinarily considered the responsibility of an Assistant Principal? YES NO
If YES, describe.

12. The training of personnel to work with the emotionally disturbed, socially maladjusted child has been sorely lacking at all levels. What, in your opinion, should be included in a program of training for professional staff in your school? Be as specific as you can.

Assistant Principal

3.

13. Your school has two Assistant Principals. How are your duties divided? By student load? By subject or administrative areas? Please describe.

14. Were there any Assistant Principals assigned to your school last year?

YES

NO

NUMBER _____

15. Who is your supervisor?

Name _____

Describe the supervisory process:

16. What orientation did you have before you were given your present assignment?

Describe:

GUIDANCE COUNSELOR QUESTIONNAIRE
(Project 10, 14A, 14B, E.I.P.)

1. Name:
2. School or Schools Assigned to:
3. Date of present assignment:
4. Professional Training (B.A., M.A., Dr.):
5. Certification (if more than one list others):
 - a.
 - b.
 - c.
6. Previous guidance experience in N.Y.C.
7. Experience in other school systems:
8. What teaching experience have you had?
9. The role of a guidance counselor varies from school to school. The following questions are being asked in an attempt to clarify your role in your setting.
 - a. What direct service do you provide students?
 - b. Do you work directly with teachers? Describe how.

Guidance Counselor Questionnaire
(Project 010, 14A 14B)

2.

c. Do you have contact with parents? Describe what you do.

d. Do you have any contact with agencies outside the school?
Describe.

e. Do you work with other members of a professional team? YES NO
If YES, what professions?

10. What percentage of your time is spent in performing your duties
in each of the areas listed in question 9?

a.

b.

c.

d.

e.

11. Who is your supervisor? What is his official title?

12. How many other guidance counselors in your school?

13. How many students are you responsible for?

14. Are additional guidance counselors needed in your school? YES NO
If YES, what would their duties be?

15. Do you want to continue in this special school? YES NO
If NO what, if anything, would make you reconsider?

Guidance Counselor Questionnaire
(Project 010, 14A, 14B)

3.

16. Are you taking any special courses on a graduate level in this special field? Where and what courses?

17. Are you participating in any special workshops, seminars, or in-service educational programs? YES NO
If YES, describe.

TEACHERS QUESTIONNAIRE

FORM B

1. Name:
School:
2. Official Assignment (grade level, subject):
3. Date assigned to present position:
4. Professional Training (B.A., M.A., Dr.):
5. Certification (if more than one, list in order of major interest):
 - a.
 - b.
 - c.
6. Years of experience in N.Y.C.
7. Years of experience in other school systems.
8. What subjects did you teach prior to your present assignment, and
for how many years?

<u>Subject</u>	<u>Years</u>
----------------	--------------
9. What subjects do you enjoy teaching most?
10. What experiences have you had in other fields of endeavor that you find helpful in your present assignment?

11. Do you teach the same class all day? If so, what subject areas are you responsible for?
12. If you are on a departmentalized schedule what subjects and grade levels do you teach?
13. Was the subject you teach offered last year? YES NO
14. The students in your school are considered emotionally disturbed and/or socially maladjusted. Have you had any special training in this field? Be specific - workshops, seminars, university courses, in-service courses, etc. Do not list courses ordinarily required of all teachers.
15. Do you have contact with any of the following professional staff:
- | | | | |
|--------------------|-------------|----------------|------|
| Guidance Counselor | - Regularly | When necessary | None |
| Social Worker | - Regularly | When necessary | None |
| Psychiatrist | - Regularly | When necessary | None |
| Psychologist | - Regularly | When necessary | None |
| Other | - Regularly | When necessary | None |
16. Did you volunteer for your present assignment? YES NO
If YES, for any special reason?
17. Do you wish to continue in this special field? YES NO
If NO, what if anything would make you reconsider?
18. Who is your immediate supervisor?
(a) Describe the supervisory process.

Teacher Questionnaire

3.

19. How many students in your class?
20. Do you have duties in addition to those one ordinarily expects
of a classroom teacher? YES NO
If YES, what are they?
21. Did you receive any special orientation before you were assigned?
22. A teacher's goals are often determined by his students needs.
What are your goals with your students? Please list as many as
you wish.
23. Would you want to be interviewed by a member of the Center's
evaluation team? YES NO
24. Do you have direct contact with parents? YES NO
If YES, describe.
25. Are you required to write any reports? YES NO
If YES, itemize the type of reports and how often.
26. Do you have teacher aides assigned to you? YES NO
If YES, what are their duties?

Center for Urban Education
33 West 42nd Street
New York, New York 10036

Subject: Pupil Evaluation Research Procedures

1. Some changes are necessitated in relation to the SMED schools (600 and 400) program.
 - a. The augmentation of these programs allows for a comparison of this year's pupil experiences with last year's. Thus, the selection of pupils by school visitors should not be limited to children in the program for one year only.
 - b. The selection procedure for SMED pupils is as follows. Fifteen (15) to twenty (20) pupils will be interviewed in a group using a questionnaire (see Encl. SMED). The visitor will select two or three children from each grade level. In schools covering 5 or fewer grades, three or four pupils from each grade will be taken. In schools covering 6 or more grades, two or three pupils from each grade will be taken. It is important that this selection be made by chance; that is, on the basis of factors having no systematic relationship with the attitudes toward teacher and school being studied to the group interview. It should be possible to use the roll book or grade roster in the following way:

Before the scheduled visit have someone choose a number between 1 and 12. Write that number in the "Grade" column at the top. Then count up from it to twelve and then continue from 1. For example, if the someone I asked said "7" I would do as in the example. Then, if the school I visited had grades from 4 to 12, I would select the 13th and 7th child on the 7th grade roster. Then the 2nd and 14th child on the 8th grade roster, the 5th and 1st child on the 9th grade roster and so on until I got to the 12th grade. Then, I would skip down to the bottom and take the 7th and 8th child on the 4th grade roster, the 15th and 5th child on the 5th grade roster and the 13th and 9th child on the 6th grade roster. If any of these children were absent on the day of the visit, simply take the next

Grade	Ordinal Position of Name on List							
7	13,	7,	9,	5,	2,	8,	3,	6
8	2,	14,	8,	3,	5,	9,	1,	13
9	5,	1,	15,	12,	4,	7,	11,	8
10	9,	4,	10,	2,	7,	13,	3,	1
11	6,	13,	1,	11,	5,	9,	4,	15
12	10,	3,	15,	1,	4,	14,	6,	9
1	3,	12,	8,	15,	11,	13,	2,	7
2	8,	5,	9,	14,	1,	6,	3,	10
3	7,	15,	13,	9,	4,	1,	6,	11
	4	5	6					

number to the right or above, and so on until between 15 and 20 children have been selected. In this way, no systematic bias can be introduced. By no means allow the selection of children to be made by the teacher or any other school official.

- c. Achievement tests scores and attendance records for the entire school will be collected as indicated in the memo of April 24th.
- d. The anecdotal record will be completed only for children who are selected for the group interview. No attempt will be made, however, to impair the anonymity of the group interview.
- e. Note from each selected pupil's records when, how, and for what reason he or she was transferred to an SMED school.
- f. Any pupil who wishes not to cooperate will be allowed to withdraw without prejudice. Record only the number of such withdrawals. Similarly, if a child does not wish to answer any question, inform him that he may simply leave it out.
- g. Ascertain at the outset that the children know what an "opinion" is. Define it for them using some commonplace matter such as "Batman" or the "Mets." Get across the idea that they have a right to their likes and dislikes regardless of who might disagree with them.
- h. Introduce yourselves to the children as someone from the Center who is trying to find out what is good and what is bad about their school.

Center for Urban Education
33 West 42nd Street
New York, New York 10036

Evaluation Director: Dr. Thelma M. Williams

Committee on Field
Research and Evaluation
Title I

Special Education Evaluations

Pupil Questionnaire

Instructions: Do not write your name on this sheet. I am going to ask you some questions about how you feel about things in school. There are no right or wrong answers to these questions. I want each of you to write your own opinions on the paper that is in front of you. Do not speak out or share your opinions. It is very important to us that we have your real opinion of these things. Do not copy from anyone. No one in the school will see any of your answers. Remember, there are no right or wrong answers to these questions - only your true opinions.

1. If you had it to do, I mean, if it were really up to you, would you have: (check one).

☐ stayed in the school you were in before you came to this school?

☐ come to this school?

☐ gone to some other school?

2. In which class did you like your teacher more? (check one).

☐ last year's class

☐ this year's class

☐ I liked both the same

☐ I like both the same

☐ I did not like either one at all.

Note: All questions and instructions will be read aloud by the examiner who will help children to understand the questions, if necessary.

Dr. Thelma M. Williams
Pupil Questionnaire

3. In which class did your teacher like you more? (check one).
- ☐ last year's class
 - ☐ this year's class
 - ☐ both liked me the same
 - ☐ neither one liked me at all
4. In which class did you learn more? (check one).
- ☐ last year's class
 - ☐ this year's class
 - ☐ I learned a lot in both
 - ☐ I didn't learn much in either one
5. In which class did you find more good friends? (check one).
- ☐ last year's class
 - ☐ this year's class
 - ☐ I found the same in both classes
 - ☐ I did not make any friends in either class
6. In which class did you feel more like playing hockey? (check one).
- ☐ last year's class
 - ☐ this year's class
 - ☐ I felt the same in both classes
 - ☐ I did not want to play hookey in either class
 - ☐ I wanted to play hookey in both classes

Dr. Thelma M. Williams
Pupil Questionnaire

6. Has anything you learned in this class helped you to get along better at home or with your friends? (check one)
- () Yes, What? _____

- () No () I do not know
7. Is there anything you could learn in this school that might help you to get along better at home or with your friends? (check one)
- () Yes, What? _____

- () No () I do not know
8. Is there something you would like to learn about that is not taught in this school? (check one)
- () Yes, What? _____

- () No () I do not know
9. Did you learn anything in school this year that is new - that you never knew before? (check one)
- () Yes, What? _____

- () No
10. What was the best thing about this class? _____

Dr. Thelma M. Williams
Pupil Questionnaire

11. What was the worst thing about this class? _____

12. What should be added to this school to make it better for you?

13. What should be taken out of this school to make it better for you?

14. Do you have a teacher who cares about you especially?
() Yes () No () I do not know
15. What does your teacher do when a child "acts up" in class?

16. Are you absent: (check one)
() Sometimes?
() Much, Why? _____
() Never
17. What would you really like to do to make a living when you grow up?
What do you wish to be?

- 5 -

Dr. Thelma M. Williams
Pupil Questionnaire

18. If your teacher knew about this wish, what would he or she say? (check one)
- ☐ That's a good idea
- ☐ You'll have to improve a lot to make it
- ☐ You're not suited for that kind of work
- ☐ It takes a lot of education and money to get there
- ☐ If other, What? _____
- _____
- ☐ I don't know
19. What kind of job do you think you'll actually work at when you grow up?
- ☐ The kind I wish to do
- ☐ If some other work what and why? _____
- _____
20. How old were you on your last birthday? _____ years old.
21. How old will you be when you are ready to stop going to school?
_____ years old.
22. If you were in trouble and needed help, is there some one in your class or in this school you would go to for help?
- ☐ Yes, Who? _____
- ☐ No, Why? _____

Dr. Thelma M. Williams
Pupil Questionnaire

23. Is there some special reason why you are in this school, this year?

() Yes, What? _____

() No

24. Do you think you will be in this school next year?

() Yes, Why? _____

() No, Why? _____

25. Has being in this school helped you in any way?

() Yes, How? _____

() No

26. Has being in this school harmed you in any way?

() Yes, How? _____

() No

27. Is there anything else you would like to write about yourself and the school? Write it below.

Thank you for helping us.

Center for Urban Education
33 West 42nd St.
New York, N. Y. 10036

Title I Evaluations
February 27, 1967

To Principal _____

School _____

Address _____

From: Harry Gottesfeld, Ph.D.
Team Leader - Pupil Evaluation

Subject: Testing History of Pupils in:

Insert type of program _____
(i.e. Socially Maladjusted and Emotionally Disturbed)
(600 or 400; E.I.P., Special Guidance; Career Guidance)

In order to plan appropriate pupil evaluations we need the information requested below. Therefore, we would be very grateful if you would please complete this questionnaire and return it to us in the enclosed stamped, self-addressed envelope promptly.

1. Name the Reading and Arithmetic achievement tests administered in the enumerated school years: (If none, state reason)

R E A D I N G			A R I T H M E T I C		
Name		Date Given	Name		Date Given
1962					
1963					
1963					
1964					
1964					
1965					
1965					
1966					
1966					
1966					
1967					

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Center for Urban Education
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New York, N. Y. 10036

Title I Evaluations
February 27, 1967

2. Were these tests administered to all children in every grade level?

Yes___ No___; if No, insert into the following table the grades not tested.

For Special Guidance, Junior Guidance and Career Guidance Classes, this refers only to the grade levels covered by the programs.

GRADES NOT TESTED IN

READING

ARITHMETIC

1962		
1963		
1963		
1964		
1964		
1965		
1965		
1966		
1967		

3. Describe the form in which the achievement test scores are recorded (check as many as apply):

() individually, as part of pupil's record

() grouped by grade level (and date of administration)

() as difference scores, i.e. mean differences between September and June of each school year.

() if otherwise, please specify_____

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Center for Urban Education
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Title I Evaluations
February 27, 1967

4. Indicate with a check in the appropriate columns the kinds of written records kept regarding pupils' emotional and social adjustment. (If none, so state).

School Year	Behavior Rating Form	Personality Test (center name)	Anecdotal Record	Other (please specify)
1962 - 63				
1963 - 64				
1964 - 65				
1965 - 66				
1966 - 67				

5. Are all pupils in school program evaluated by these methods? Yes___ No___.
If no, please indicate other records kept.

(1) _____
(2) _____
(3) _____
(4) _____

6. What kind of special written report of disciplinary actions is made part of each pupil's school record? Please describe fully (if none, so state).

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New York, N. Y. 10036

Title I Evaluations
February 27, 1967

7. Are truancy records kept in such a fashion that it is possible to trace individual pupil's truancy records from school year to school year?
Yes___ No___.

Will you please list below names of all forms and records used and attach copies of each.

Please return in self-addressed, stamped envelope.

Thank you for your cooperation.

School _____

S.M.E.D. Pupil Profile

Date _____

Address _____

Scores on Tests Administration City-Wide

Name of Pupil

Teachers' Anecdotal
Notes (See letter)
And Dates

[illegible]

APPENDIX C

Staff List

Dr. Thelma M. Williams, Evaluation Chairman
Senior Research Associate
Center for Urban Education

Mr. Harry Krohn
Supervising Principal
Union Free School District No. 3
Hawthorne, New York

Dr. David Mann
Psychoanalyst
Albert Einstein College of Medicine
and Montefiore Hospital
New York City

Dr. Maria Bithorn
Department of Relocation
Progreso Para El Viejo Chelsea
New York City

Eugene Bucchioni
Assistant Professor
Department of Education
Hunter College
New York City

Dr. Ellsworth Janifer
Chairman
Department of Music and Art
Manhattan Community College
New York City

Dr. Hubert Kauffman
Assistant Professor and Staff Psychologist
Educational Clinic
School of Education
City College, New York City

Dr. James F. Sobrino
Supervising Clinical Psychologist
Catholic Charities Guidance Institute
New York City

Mrs. Romana Salgado
Staff Associate for Community and
Professional Education
Planned Parenthood of New York City

Dr. Israel Zwerling
Professor of Psychiatry
Albert Einstein College of Medicine
Yeshiva University, New York City



EVALUATION OF NEW YORK CITY TITLE I
EDUCATIONAL PROJECTS 1966-67

GRADE REORGANIZATION OF MIDDLE SCHOOLS
IN THE PUBLIC SCHOOLS SYSTEM

By Edward Frankel

September 1967

The Center For Urban Education
33 West 42nd St., New York, N.Y. 10036

CENTER FOR URBAN EDUCATION
FIELD RESEARCH AND EVALUATION COMMITTEE
ESEA TITLE I EVALUATIONS

SUMMARY REPORT

Date: July 31, 1967

Project: Grade Reorganization of Middle Schools in the Public
School System

Evaluation Director: Dr. Edward Frankel, Associate Professor
Hunter College

NOTE: To assist in the planning of Title I
projects for 1967-8, this summary
was prepared after the collection
of all data but before the writing of
the final report. The final report
will contain a complete, detailed
evaluation of the project.

GRADE REORGANIZATION OF THE MIDDLE SCHOOL IN THE PUBLIC SCHOOL SYSTEM

The Intermediate School program was introduced in 14 junior high schools in September 1966, in which the grade structure of the schools was reorganized by removing the ninth grade and adding a sixth grade, and courses in typing, foreign languages, and urban living were added. The aim of the program was to provide quality education.

The purpose of the present study was to evaluate this new program in the 14 pilot intermediate schools. Beginning- and end-year surveys were made. In November 1966, principals were interviewed and completed a questionnaire in which they described the preparations made to carry out the objectives of the program.

While dealing with the overall reorganization, the evaluation concentrated on the sixth-grade transfer program for two reasons: (1) it provided continuity with last year's study, which was limited to the sixth-grade; and (2) a special "grades within grades" program was set up in the sixth or initial grades in a selected number of schools, with the intention of increasing ethnic heterogeneity of the pupil population.

In April 1967, a followup questionnaire was administered to the principals concerning the changes in the school since the inception of the plan. The assistant to the principal in charge of the sixth grade, and the service personnel--guidance counselors, social workers, and psychologists--were asked to assess the organization, administration, and services to the sixth-grade pupils.

Sample schools were visited by evaluation staff members; in addition to observing the effects of the program in the classroom, they administered a pupil self-rating checklist to two sixth-grade classes in each school. Parents of these sixth-graders in each school were asked to complete a questionnaire

describing their reactions to the school and its program. Teachers of the new curriculum subjects--typing, urban living, and foreign languages--were asked to describe their experiences with and reactions to the program.

The reading achievement performance of sixth-grade pupils in the 14 intermediate schools on citywide reading achievement tests was compared with the performance of a group of sixth graders who were in control intermediate and elementary schools during 1966-67.

Staff: There was a shortage of department chairmen, specialists, non-English coordinators, remedial and speech teachers, attendance coordinators, health personnel, and experienced teachers; a high rate of teacher turnover necessitated replacement of the more experienced teachers.

Guidance Services: The major problems that the counselors dealt with were associated with school achievement and self-image. The social workers and psychologists felt they needed more time for family problems and for conferences with teachers.

Parents and Community: Parents expressed positive attitudes toward the schools; while parent associations existed in all the schools, the parents' involvement and participation in school activities was limited. Several schools had parent workshops and utilized parents as school aides. It was not usual for the school to be involved in community affairs.

Grade Reorganization: The schools achieved either partial or complete intermediate school organization with a 5-6-7 or 5-6-7-8 grade structure. Departmentalization has created logistical and administrative problems due to the novelty of the program and the physical limitations of the school.

A typical sixth-grade pupil spent two-thirds of the school day in heterogeneously grouped classes and one-third in homogeneously grouped math and language arts classes.

Curriculum: The new typewriting and foreign language courses were found to be fairly successful, considering the initial shortage of staff, supplies, and materials. However, there was difficulty in implementing the course in urban living.

Desegregation: The sixth-grade pupils in these schools were ethnically the same as the total school population. Of the 14 pilot schools, 4 were segregated, 3 for at least five years. On the other hand, there were instances in which the ethnic balance of schools had improved.

Half the pilot schools, notably those that tended to be segregated, were fed by contiguous neighborhood elementary schools. However, the pilot schools were less segregated than most of the feeder schools from which the sixth-graders came.

Maximum desegregation was evidenced in heterogeneously grouped classes. In order to foster heterogeneity, additional remedial services and more physical space are required. The observers reported little progress in the classroom management of those classes designed to encourage integration.

Reaction of Principals: There were differences of opinion by the principals of the intermediate schools as to how effectively the objectives of the program were realized, stating as the major obstacles to successful implementation the lack of experienced teachers, teacher turnover, and pupil mobility.

Reactions of Pupils and Parents: The sixth-graders preferred the intermediate school and its departmentalized program to the elementary school; they favored typewriting and foreign languages. They rated their weak subjects as reading and arithmetic.

The sixth-graders liked their schoolmates and, more than anything else, wanted to "get ahead in school." There was indication that their self-image improved.

The parents were aware of the progress of their children, but were poorly informed about the adult evening activities in the school. They felt that their children liked school and that the teachers were interested in them. They also indicated that the children required help in reading and arithmetic.

Reading Achievement: During the six-month interval between administration of the citywide reading achievement test, the sixth-grade pupils in the pilot intermediate schools gained about four months. This four-month gain was equal to the gain made by sixth-grade pupils in nonpilot schools, but one month less than the achievement of sixth-grade pupils in matched elementary schools.

Center for Urban Education
33 West 42nd Street
New York, New York 10036

GRADE REORGANIZATION OF MIDDLE SCHOOLS IN THE
PUBLIC SCHOOL SYSTEM

Edward Frankel

Evaluation of a New York City school district
educational project funded under Title I of
the Elementary and Secondary Education Act of
1965 (PL 89-10), performed under contract with
the Board of Education of the City of New York
for the 1966-67 school year.

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director

September 1967

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CHAPTER I INTRODUCTION

- A. Background
- B. Objectives of the 1966-67 Intermediate School Program
- C. Objectives of the 1966-67 Evaluation
- D. Description of Pilot Schools
- E. Plan of the Evaluation
- F. Comparison of Pilot and Non-Pilot Intermediate Schools

GRADE REORGANIZATION OF MIDDLE SCHOOLS
IN THE PUBLIC SCHOOL SYSTEM

CHAPTER I. INTRODUCTION

A. Background

On April 28, 1965, the Board of Education adopted a statement of policy concerned with excellence for the schools of New York City which said:

There needs to be developed a new program of education in this city for the intermediate years of schooling. The exact grades of this new program are not as important as are its nature and content.

One of the most important phases of the education in this period for a pupil will be his introduction to other children who are different from those with whom he associated in his elementary school.

But at or about the fifth grade there must be added to this program an extra ingredient -- the sharing of learning experiences and life values with other children of different races, nationalities and economic status.

The Board of Education, therefore, directs the Superintendent of Schools to produce within the coming school year an intermediate program for introduction in September 1966.¹

The basic design for an intermediate school was conceived in December 1965² and the Superintendent of Schools, in his recommendations to the Board of Education on grade level re-organization adopted this basic design with slight modification and proposed:

¹Board of Education, Implementation of Board Policy on Excellence for the City's Schools. New York, the Board, April 28, 1965, p. 5.

²New York City Public School Committee Recommendations to the Superintendent of Schools, December 20, 1965.

the establishment of the four-year intermediate school composed of grades 5, 6, 7 and 8. ...the four-year intermediate school appears to be the most effective organization for the middle years of schooling.³

The first step in the direction of grade reorganization was taken in September 1965 when the ninth grades of 31 junior high schools were removed and the pupils transferred to the ninth grade of senior high schools, and sixth graders from elementary schools were moved into 27 junior high schools, thus converting them into transitional middle or "Intermediate Schools" with grades six, seven, and eight. These were evaluated by the Center for Urban Education in June of 1966, at the end of the first year of operation.⁴

This new type of organization received the approval of the Board of Education in the spring of 1966 with recommendations that it be introduced in 14 pilot schools by September 1966.⁵

In order to make the educational program of the intermediate schools effective, intensive curriculum modifications and revisions as well as extensive teacher training programs were undertaken during the spring and summer of 1965-66 school year for the September 1966 deadline.

³Superintendent of Schools, Action for Excellence: Recommendations of the Superintendent of Schools to the Board of Education, January 18, 1966, p. 5.

⁴Center for Urban Education, An Evaluation of the Transitional Middle School in New York City. Evaluation Director, Dr. E. Terry Schwarz, New York, August 31, 1966.

⁵Board of Education of the City of New York, Action Towards Excellence - Grade Level Reorganization, April 6, 1966.

New curriculum materials were developed by twenty-one task force committees of the Board of Education to implement the philosophy and objectives of the Intermediate School program, primarily for grades five and six.⁶ An evaluation of these curriculum materials was completed by the Center for Urban Education.⁷ A program for training teachers and supervisors in the nature of the intermediate schools, its objectives, procedures and new curriculum was organized and conducted for the staffs of 12 intermediate schools during the spring and summer of 1966. These were the schools designated as pilot schools in which the new program was introduced in September 1966. The Center for Urban Education was requested to evaluate this teacher training program.⁸

B. Objectives of the 1966-67 Intermediate School Program

The major objectives of the program were described as follows:

1. to cultivate the abilities and encourage the self-fulfillment of students;
2. to meet the individual needs of pupils more effectively;
3. to maintain pupil motivation by providing a curriculum consistent with each pupil's abilities, aptitudes, and needs in modern urban society;
4. to achieve better ethnic distribution in the middle years of school;

⁶ New York City Public Schools, Primary School, Intermediate Schools Four Year Comprehensive High School. Committee Recommendations to the Superintendent of Schools, December 20, 1965, pp. 38-44.

⁷ Center for Urban Education, A Project to Develop a Curriculum for Disadvantaged Students in the Intermediate Schools. Evaluation
Director, Dr. C. M. Long, New York, Nov. 1, 1966.

⁸ Center for Urban Education, A Project to Provide Teacher-Supervisor Training Needed to Implement in 12 Schools Servicing Disadvantaged Pupils the Philosophy, Objectives, Curriculum, Being Developed for Disadvantaged Pupils in the New Type of Intermediate (Middle) School.
Project Director, Marshall Tyree, August 31, 1966.

5. to improve the quality of human relations among students and their skills in living in urban society by providing them with ethnically integrated schools, and to improve pupil attitudes -- especially in relation to image toward other pupils of different ethnic, religious and social groups;
6. to improve academic competence and achievement in relation to the rate of academic growth normally found among educationally deprived children in the intermediate grades.

C. Objectives of this 1966-67 evaluation

The purpose of the present evaluation is to assess this plan as it functioned in the fourteen designated pilot intermediate schools during the first year of the program. This study attempted to determine the extent to which the objectives of the program were realized. Since this was the first year of a new educational program, the evaluation emphasized movement toward, rather than achievement of, objectives.

D. Description of Pilot Schools

The intermediate program was introduced into fourteen schools in September 1966, which were designated as the pilot intermediate schools.⁹ The schools were located in four boroughs -- five in Manhattan, one in the Bronx, three in Brooklyn and five in Queens. Of all the pilot schools, four were housed in new buildings and ten in regular junior high schools. Nine of the schools served economically disadvantaged children and were designated as "special service" (S.S.) schools.

The grade structure in nine of these schools was 6-7-8, although ultimately the intermediate school structure may be 5-6-7-8. The schools

⁹In some instances, hereafter, only 13 pilot schools are referred to in the report. Data could not be obtained, consistently, from one school (12U) because of pending administrative changes within that school.

were organized into subschools; these are described later in the study. The new, revised curriculum was introduced at sixth grade level in (1966-67) and is scheduled to proceed to the seventh and eighth grades in sequence. This curriculum included new subjects such as typing, foreign language and urban living.

The implementation of this curriculum required continuous teacher and supervisory training which preceded the introduction of the program in September 1966 and continued into the fall of 1967 as a series of six workshops.

Feeder patterns were established wherever possible, to achieve a more integrated setting than existed in the neighborhood schools.

Additional data for each of the pilot schools such as grade structure, school register, ethnic composition, special service designations, and location were also compiled.¹⁰

In order to maintain anonymity in this study, the pilot schools have been designated according to a code and are referred to as 2B, 21G and so forth.

E. Plan of the Evaluation

The present evaluation was designed as a three stage procedure: initial study, follow-up study and summary study.

1. Initial Study

The aim of this first stage was to obtain detailed information concerning 14 pilot schools at the inception of the program. Data were

¹⁰These are found in Appendix A1.

obtained assessing the objectives of the program, adequacy of school personnel and facilities, school organization and available services, curriculum, extent of desegregation and integration, and parent and community participation.¹¹

2. Follow-Up Study

In the second phase of this study, the schools in operation were assessed with particular emphasis on the sixth grade, the level at which the program was focused. This included a follow-up of those areas previously assessed in the initial study, to note what changes had taken place in this interim period.¹² Feeder school patterns were also assessed.¹³

In addition, intensive studies were conducted in six of the pilot schools considered to be a representative sample. Here the evaluation was directed toward social work and psychological services, teacher evaluation of the new subject areas of the curriculum, observations of the integration process by staff members, as well as parent and student reactions to the program.¹⁴

3. Summary Study

In this final stage, progress in reading achievement of sixth grade pupils in pilot, nonpilot and elementary schools was compared, based upon performance on citywide tests.

¹¹ Letters to Principals of Pilot Schools and questionnaires for the initial studies are found in Appendix BI.

¹² All instruments used in Follow-up Study are found in Appendix BII.

¹³ Instruments for feeder school study are found in Appendix BIII

¹⁴ Instruments for Parent and Pupil Reaction Study are found in Appendix BIV.

Sources of Data and Instruments¹⁵

The data used for this evaluation included official school records as well as responses to questionnaires, interviews and checklists of school administrators, guidance and service personnel, teachers, pupils and parents. The descriptions that follow refer to surveys made in all but one of the 14 pilot schools.¹⁶

1. Questionnaire on Objectives of the Program:

During the 1966 fall semester, principals of the pilot schools expressed their views via questionnaires and interviews of the immediate and long range objectives of the Intermediate School Program.

2. School Survey:

Early in the school year, principals assessed the adequacy of organization, personnel, facilities and curriculum materials. In April of 1967, they assessed changes, in response to a follow-up questionnaire.

3. Ethnic Survey:

The ethnic composition of each school, and of its sixth grade population, were obtained from the schools as well as from the official survey of the Board of Education of October 31, 1966.

4. Desegregation and Integration Assessment:

In November of 1966 and again in the spring of 1967 a survey was made to determine the extent of desegregation and of integra-

¹⁵All instruments discussed in this section are found in Appendix B.

¹⁶The omitted school was one for which complete data could not be obtained because of changes in supervisory personnel.

tion in the pilot schools. A survey of feeder schools was made to ascertain the effect of feeder patterns on the ethnic distribution of pilot receiving schools.

5. Guidance and School Appraisal Services:

Guidance counselors responded to questionnaires assessing the needs of, and services available to, sixth grade pupils.

6. Sixth Grade Organization Survey:

Responses to questionnaires by assistants to principal (who supervised the sixth grades), assessed the effectiveness of organization and functioning of sixth grade classes.

7. Attendance and Transiency Study:

These data were obtained from school reports submitted to the Board of Education throughout the school year.

8. Staff and Class Data:

Average class size, number of professionals in each school, the percentage of regularly appointed teachers, and the years of teaching experience were obtained from official Board of Education records.

The descriptions that follow refer only to the six pilot schools, in which more intensive studies were conducted.

1. New Curriculum Appraisal:

Teachers of typing, foreign language and urban living in the six pilot schools assessed their curricular areas by responding to questionnaires and interviews.

2. Integration:

Teams of staff members observed and recorded on observational

schedules, data related to pupils, staff members, instructional materials and exhibits related to integration.

3. Pupil Checklist:

A pupil checklist to obtain reactions of sixth grade pupils to their school, its program and its effect on their self-image was administered by the evaluators, to two classes in each of the six pilot schools.

4. Parent Checklist:

An anonymous checklist, in Spanish and English, was distributed to the parents of the pupils in the two classes referred to above. Its purpose was to obtain parent reactions to the program.

5. Pupil Performance Analysis:

Sixth-grade-reading comprehension scores on citywide standardized tests for September 1966 and April 1967 were collected and analyzed. Gains in reading comprehension among sixth graders in the six pilot schools were compared with those of sixth graders in six ethnically and socioeconomically comparable non-pilot schools. Another reading comprehension comparison was made between pilot school pupils, non-pilot school pupils and sixth graders in ethnically and socioeconomically similar elementary schools.

F. Comparison of Pilot and Nonpilot Intermediate Schools

Since this study involves both pilot and nonpilot schools, it is necessary to point out the similarities and differences between them. Both pilot and nonpilot schools have a 6-7-8 grade structure. However, the pilot schools have a sixth grade curriculum which includes some newer

subjects such as typing, foreign language, and urban living. Pilot schools received additional staff, language laboratories, special supervision, curriculum workshops, and materials. In addition to analyzing the organization, curriculum and supporting services, it is necessary to consider other differences that might affect the implementation of the program.

1. Ethnic Composition of Pilot and Nonpilot Intermediate Schools

The ethnic composition of pilot and nonpilot schools was compared and is summarized in table 1.

Table I

Ethnic Composition of Pilot
and Nonpilot Intermediate Schools
Oct. 31, 1966 Census

No. of Schools	No. of Pupils	Total Population Percentages			No. of Pupils	Sixth Grade Population Percentages		
		P.R.	N.	O.		P.R.	N.	O.
Nonpilot-30	44,181	27.5	42.5	30.0	11,821	31.7	44.9	23.4
Pilot-14	19,358	22.5	38.4	39.1	4,620	21.9	35.2	42.9
.								

As can be seen from Table I, in the 30 nonpilot schools, there were 5 per cent more "Puerto Rican", 4 per cent more "Negro" and 9 per cent less "other" than in the pilot schools. The sixth grade nonpilot population differed even more, with about 10 per cent more "Puerto Rican", 10 per cent more "Negro," and about 20 per cent less "other" in the

pilot schools.¹⁷

It was found that 4 of the fourteen pilot schools were segregated¹⁸ as compared to 15 of 30 nonpilot schools. Thus, less than one third of the pilot schools and one half of the nonpilot schools were segregated schools.

2. Average Class Size

The average size of sixth grade classes in pilot and nonpilot schools was compared, using the October 31, 1966 census and the attendance reports for the second attendance period (October 17 to November 18, 1966) and the sixth period (March 6 to April 14, 1967). The attendance reports provide data about class size, in the middle of each school term, and therefore indicated the trend for the entire school year.

These findings are summarized in Table 2.

Table II

Average Size of Sixth Grade Classes in Pilot and Nonpilot Intermediate Schools

	<u>Oct. 31, 1966</u>	<u>Period II</u>	<u>Period VI</u>	<u>Difference II VI</u>
Pilot	27.3	27.6	27.0	-0.6
Nonpilot	26.9	26.8	26.1	-0.7
Diff. (P-N.P.)	+0.4	+0.8	+0.9	
.				

¹⁷The ethnic census of the sixth grade pilot groups are in Appendix A2.

¹⁸These schools had 10 per cent or less (0) white pupils.

Table II shows that sixth grade classes in the pilot schools were consistently slightly larger, throughout the school year, than those in the nonpilot schools. The October 31, 1966 figures indicated that the pilot classes averaged 0.4 more pupils. However, this difference was not statistically significant. During the second attendance period this difference rose to 0.8, and during the sixth period to 0.9 pupils, which was also not statistically significant.

3. Pupil Attendance and Transiency

The attendance and transiency of pupils in the pilot and nonpilot schools were also studied. Average attendance percentages and average transiency percentages for the second and sixth attendance reporting periods were calculated and compared. Table III summarizes these findings.

Table III

Pupil Average Attendance and Transiency
in Pilot and Nonpilot Intermediate Schools

	Period II		Period VI	
	% Attendance	% Transiency	% Attendance	% Transiency
Pilot	91.2	6.0	85.6	4.4
Nonpilot	89.5	12.1	86.1	5.8
Diff (P-N-P)	+1.7	-6.1	-0.5	-1.4
.				

From Table III, it is evident that attendance in the pilot schools during the second attendance period was 1.7 per cent higher than in the nonpilot schools and that pupil transiency was 6.1 per cent less. During the sixth period, average per cent attendance in the pilot schools declined by 5.6 per cent and by 3.4 per cent in the nonpilot school. Per cent of pupil transiency was 1.4 per cent less on the average, in the

pilot schools as compared with the nonpilot school.

4. Professional Services

One of the goals of the intermediate program was to maintain a ratio of 15 pupils per professional staff member. The professional staff included classroom teachers, supervisors and administrators, specialists, guidance personnel, librarians, laboratory assistants, and audio-visual personnel.

Based on Oct. 31, 1966 data obtained from the Junior High School Office of the Board of Education, a comparison was made of professional services in pilot and nonpilot schools. These findings are given in Table IV.

Table IV

Ratio of Pupils to Professional Staff
in Pilot and Nonpilot Intermediate Schools

	<u>No. of Prof. Staff</u>	<u>No. of Pupils</u>	<u>Ratio</u>
Pilot	1358	18,911	13.9
Nonpilot	2956	42,793	14.5
.....			

Table IV indicates that there was a slightly better ratio of pupils to staff in the pilot than in the nonpilot schools, 13.9 pupils to each staff member as compared to 14.5. This difference in ratio was not statistically significant. Among the pilot schools, four exceeded fifteen pupils per professional, while among the nonpilot, there were nine such schools.

5. Percentages of Regular Teachers and Length of Service

The faculties of the pilot and nonpilot schools were compared for percentage of regular teachers and length of service. It was found that

59.7 per cent of the teachers in the pilot schools as compared to 49.4 per cent in the nonpilot schools were regularly appointed teachers; that is, there were 10 per cent more regular teachers in the pilot schools, a difference that was statistically significant. About half the teachers in the nonpilot schools were substitutes.

With respect to length of service, 61 per cent of the teachers in the pilot schools had been teaching four years or more, and 57.5 per cent of those in the nonpilot schools had been in service for this period. This difference was not statistically significant.

CHAPTER II - ASSESSMENT BY SCHOOL PRINCIPALS

- A. Background Information on Principals
- B. Assessment of Program Objectives
- C. Obstacles to Implementation
- D. Suggestions
- E. Discussion

CHAPTER II - ASSESSMENT BY SCHOOL PRINCIPALS

The first step in the evaluation was to obtain from the principals of the intermediate pilot schools, their reaction to the stated objectives of the program as they appear in the project description. To this end, an interview schedule and questionnaire were prepared, in cooperation with the Research Liaison Committee for the Intermediate Schools, of the Board of Education.¹ The questionnaire responses served as a basis for subsequent interviews with the principals of the pilot schools. The questionnaire, in addition to seeking the principals' assessment of the I.S. program objectives, also requested information on their professional background.

A. Background of Pilot Intermediate School Principals: There were twelve male and two female principals in these pilot schools. The responses indicated that these principals were experienced administrators with a substantial background of teaching and supervisory experience in the New York City schools. Half of them had been principals for five years or less; the others had served seven to twenty years in this position. Thirteen of the principals had been serving at their present schools, since, or prior to, the grade reorganization (which occurred in September 1964 in 1 school, in September 1965 in 7 schools, and in September 1966 in 6 schools). Only one principal was newly assigned, as of 1967.

¹Copies of the cover letters and the Principals' Questionnaire on Objectives are found in Appendices BI (a-c).

Eleven of these supervisors indicated prior service, as principals of other schools, ranging from one half year to 13 years or an average of 6 years. Ten had served as assistants to principals and one as department chairman, for a period averaging over six years. Their prior classroom teaching experience ranged from 5 to 19 years with an average of more than 10 years.

B. Assessment of Program Objectives

Since one of the purposes of the evaluation was to help clarify the immediate and long-range objectives of the intermediate schools, each principal was presented with a statement of the five basic objectives of the Intermediate School Project and asked to respond to the two following questions:

- 1) Which objectives is the school (a) best prepared, (b) least prepared, to achieve?
- 2) Which objectives are (a) deemed realizable in the current year, and (b) which objectives must be regarded as long-range?

The five objectives, restated below, are followed by the number of principals among the 14 pilot intermediate schools, who reacted in a particular way to the questions posed. It is to be noted that not all principals responded to each of the questions.

<u>I.S. OBJECTIVES</u>	Question I			Question II		
	<u>Best Prepared</u>	<u>Least Prepared</u>	<u>No Resp.</u>	<u>Realizable This Year</u>	<u>Long Range</u>	<u>No Resp.</u>
A. To cultivate the abilities and encourage the self-fulfillment of students.	6	2	6	5	3	6
B. To maintain pupil motivation by providing courses that are consistent with the pupil's ability, aptitude, and needs.	7	2	5	5	3	6
C. To achieve better ethnic distribution in the intermediate grades.	7	-	4	5	2	7
D. To improve the quality of human relations among students by providing them with ethnically integrated schools and to improve pupil attitude especially in relation to self-image and in relation to other pupils of different ethnic, racial, religious or social groups.	5	3	6	4	3	-
E. To improve academic achievement in relation to the rate of growth normally found among educationally deprived children in grades 5 through 8.	6	3	5	5	4	5

Responses

Principals were fairly well divided as to which of the five objectives of the program their school was best prepared to achieve. Half the principals chose pupil motivation and ethnic distribution. The smallest number of principals chose integration. About one third failed to assess the objectives.

The second question dealing with immediate and long-range objectives received fewer responses than the first question; 40 per cent did not answer. Of those responding, they were equally divided as to which of the five objectives could be realized this year.

One principal indicated orally that he could not realistically indicate objective C (To achieve better ethnic distribution...) as a realizable objective, in view of the school's segregated neighborhood and the ethnic composition of all his feeder schools. Other principals felt that an objective like D (To improve the quality of human relations among students by providing them with ethnically integrated schools and to improve pupil attitude especially in relation to self image and in relation to other pupils of different ethnic, racial, religious or social groups) was difficult to subscribe to because it was dual in intent, and a principal might subscribe to one part of it without the realistic hope of attaining the other. (For example, where a principal wished to help improve pupil attitudes in relation to other ethnic, racial, religious and social groups, but could not provide a truly integrated school situation under existing conditions, he avoided the choice of this objective, as being unrelated to his school's status.)

C. Obstacles to Implementation

Other questions posed to these I.S. principals offered significant data which should be considered in the future development of these schools. When asked to state the major difficulties experienced or anticipated, they cited factors which are listed below (in order of frequency).

1. Inadequate provision for continued teacher-training as the program expands.
2. High degree of teacher mobility.
3. Relative inexperience of large proportion of staff.
4. Inadequacy of physical plant.
5. Overcrowding
6. Apparent static ethnic distribution due to neighborhood segregation and feeder school pattern.
7. High percentage of pupil mobility.
8. Community pressures and neighborhood stress.
9. Difficulties in obtaining adequate equipment and supplies.
10. Violence on bus transporting pupils to and from school.

D. Suggestions

In response to a request for suggestions to the evaluators in assessing the project, some principals offered the following:

1. Any plans for continuation or expansion of the various facets of the program should be shared with principals of Pilot I.S. project schools as soon as possible, so that they (the principals) may anticipate next year's needs and be more knowledgeable in response to parents' questions.
2. Consideration of school plant limitations as factors delaying the introduction of team-teaching and special enrichment activities.

3. Comparison of 6th grade achievement in pilot schools with that of similar classes in non-pilot junior high schools as well as in elementary schools having the 6th grade.
4. Consideration of the need for involving parents and pupils, as well as school staffs, in the innovations of the I.S. program.
5. Recognition of the fact that all facets of the program need not be launched simultaneously.
6. Evaluation of the factors of teacher skills and attitudes.
7. Inclusion of some assessment of pupils' aspirational levels in the evaluation.
8. Consideration of the influence of the school on the community.

There was some mention of such items as: vagueness in Board of Education directives, lack of supervision on the school bus, parental resistance to the program, segregation in the staff and, finally, just "red tape." A number of principals felt that "time" was a vital concomitant of the full realization of the Intermediate School Program.

E. Discussion

There was a wide scatter of principals' reactions to the most significant objectives of the Intermediate Schools Program as well as to their hopes for present or future realization of these objectives.

There was, however, considerable agreement on the major obstacles, experienced or anticipated, in relation to the realization of their objectives. These were: lack of qualified, well-trained experienced teachers, high teacher mobility; overcrowded and inadequate school facilities; static ethnic patterns; and high pupil transiency.

CHAPTER III - SCHOOL ORGANIZATION

Section A - School Personnel

1. Initial Study
 - (a) Assignment of Personnel
 - (b) School Experience Index
 - (c) School Survey
2. Follow-Up Study of Personnel

Section B - School Physical Facilities

1. Initial Study
2. Follow-up Study
3. Recommendations
4. Discussion

Section C - Pilot School Structure

1. Grade Organization
2. Pupil Population
3. Subschoools
4. Grouping
5. Team Teaching

Section D - Sixth Grade Organization

1. Source of Data
2. Assessment of Departmentalization
3. Problems of Teachers
4. General School Problems
5. Personal Reactions of Assistant to Principals
6. Contemplated changes

Section E - School Services

1. Introduction
2. School Services
 - (a) Guidance
 - (b) School Social Worker
 - (c) School Psychologists
3. Discussion

CHAPTER III

SCHOOL ORGANIZATION

A. School Personnel

The staffing of the pilot intermediate schools was based on recommendations made to the Superintendent of Schools and implemented by the Board of Education. These recommendations stated that:

"The success of the Intermediate School program will depend upon an adequate, well trained staff. In determining a ratio, the number of classroom teachers is most important. In addition, each school should have guidance counselors, corrective reading teachers, a speech teacher, an attendance teacher, librarians, laboratory assistants, and a teacher skilled in audio-visual instructional procedure who will function as a teacher-librarian. The services of social workers, psychologists, and psychiatrists from appropriate bureaus should be supplied to the degree needed. A professional ratio of 1 to 15 is the objective."¹

The objectives of the project (ESEA Title I) formed the basis for evaluating the special services being provided in the Pilot Intermediate Schools. The description of the project stipulated that the Intermediate schools would "require the setting up of new and special testing and guidance services, for remedial work, for subject specialists and for human relations consultants." The project envisioned a staff to include "teacher-supportive personnel." It was assumed that these would include school social workers, school psychologists, guidance counselors as well as personnel to assist in the library, auditorium and cafeteria.

This evaluation attempted to determine the progress being made in staffing the pilot intermediate schools with personnel working toward the implementation of the objectives of the program.

¹Ibid. P. 45; Committee Recommendations to the Superintendent of Schools. December 31, 1965.

Data on the allotment of school personnel for the current year were obtained from the Junior High School Office of the Board of Education. The adequacy of these allotments was assessed by the principals of the pilot schools. Toward the end of the school year, there was a follow-up study of personnel. In addition, an in-depth analysis of services was undertaken, limited to the guidance counselors in the pilot schools, and the school psychologists and school social workers in six selected pilot schools. Questionnaires and interviews were the methods used to collect data.

I. Initial Study

(a) Assignment of Personnel

An analysis of the personnel allotments to the pilot schools based on the October 31, 1966 report of the Board of Education revealed that there were, on the average, 13.9 pupils per professional member of the school staff. This ratio ranged from 10.3 to 17.5, with four schools having more than the 15 to 1 ratio, the goal set by the Board of Education.² The professional staff included in this calculation were the principal, assistant to principal, chairmen, classroom teachers, quota teachers, specialists, coordinators, librarians, and audio-visual personnel. It did not include teachers of special education, school psychologists, social workers, or health personnel.

²A table presenting Ratio of Pupils to Professional Staff Members in Pilot Intermediate Schools is found in Appendix A3.

(b) School Experience Index

Data describing the percentages of regularly appointed teachers in a school and also the percentages with more than three years of teaching experience were obtained from the Bureau of Educational Program Research and Statistics.³

Regarding regular appointments, the faculties of the 14 pilot schools consisted of an average of 59.7 per cent regular teachers, with a range from 44.9 per cent to 76.7 per cent. No relationship was found between the age of a school and the percentage of regular teachers on the faculty. In the four new schools, the percentages of regular teachers were 76.7 per cent, 73.9 per cent, 66.7 per cent, and 49.4 per cent.

The percentages of teachers with at least three years of experience averaged 61.0 per cent for the 14 pilot schools. The lowest was 45.6 per cent and the highest, 71.2 per cent. In the four new schools, these percentages were 55.3 per cent, 64.8 per cent, 63.8 per cent, and 45.6 per cent. In one of the new schools, over three fourths of the teachers were regularly appointed, but less than half had been teaching for at least three years.

(c) School Survey

A few months after the program was in operation in the 14 pilot schools, a survey was made to determine the adequacy of the personnel

³This table appears in Appendix A4.

allotment and to pinpoint manifest inadequacies.

The principals of each of the 14 pilot schools received a questionnaire in November 1966 which contained a check list for indicating the adequacy of the number of assigned personnel in twenty different categories.⁴ The following factors were assessed:

Supervisory Staff: In assessing supervisory personnel, ten of the principals were satisfied with the number of assistants to principal assigned to their school, and four indicated a need for additional positions in this category. Only two indicated a sufficient number of department chairmen.

Teacher Supportive Professional Personnel: The majority of principals indicated adequate staffing of guidance counselors, librarians, audio-visual personnel and laboratory assistants. Inadequacies existed in all the other categories.

The following is a list, in rank order, of the ten most inadequately staffed categories reported by the principals of the 14 pilot schools:

1. School nurses
2. Dentists
3. Doctors
4. Social workers
5. Psychologists
6. Speech teachers
7. Attendance teachers
8. Human relations coordinator
9. Departmental chairmen
10. Non-English teachers

The greatest deficiency was in the area of health services. These

⁴See Appendix BI(d).

personnel (nurses, doctors, and dentists) are not assigned to the schools by the schools by the Board of Education. They are in the province of the Department of Health.

The shortage of psychologists and social workers in the schools stems from the fact that they are assigned on a one or two-day-a-week basis by the Bureau of Child Guidance. The principals found that this was inadequate in terms of the needs of the schools.

Only two of the nine schools with a substantial number of Puerto Rican pupils had a non-English teacher.

In response to the question on adequacy of the teaching staff, the factor of teacher quality (inexperience, substitute, out-of-license) was cited frequently as a major source of dissatisfaction.

This may be the result of the newness of the intermediate school program and the consequent lack of teachers specifically licensed for this level. Staff is drawn from the elementary and junior high schools.

Teacher-Supportive Paraprofessional Personnel: Principals reported an inadequate number of lunchroom aides and clerical assistants.

II. Follow-up Study of Personnel

In the follow-up spring survey,⁵ about half the principals reported new staffing problems. Four schools faced difficulties as the result

⁵For questionnaire, see Appendix BII(b).

of staff mobility (transfers and leaves). Experienced teachers were replaced by inexperienced teachers in some instances. In at least one school, teachers had been assigned to teach subjects out-of-license. One school reported difficulty in adequately staffing the humanities program, another found it necessary to dismiss an ineffective mathematics teacher, and still another reported that it was more difficult than ever to obtain substitute teachers.

In response to the question "Have you been able to find solutions for some of the staffing problems of last term,?" seven principals replied affirmatively. In one instance, the district superintendent assigned additional "above quota" teachers in two schools, the appointment of common branch (elementary license) teachers was cited and, in another, the liberalized transfer privileges to the intermediate schools was mentioned.* Some solutions, reflecting initiative at the school level, were the conducting of a good in-service program, and the use of colleges and other outside sources for assistance in recruitment of staff members.

*See Memoranda to Assistant Superintendents and Principals of Day Elementary and Junior High Schools dated May 10, 1966 and March 9, 1967. These memoranda permit one teacher to transfer to designated schools, "above the 57 per cent quota from a school below index" and two teachers from a school above index.

The 1966 memorandum designated the Pilot Intermediate Schools as schools to which the liberalized policy applied; only two such schools are designated in the 1967 memorandum.

III. Discussion

Although the Board of Education achieved its objectives of a fifteen to one ratio of pupils to assigned professional personnel, the reports of the principals revealed some serious gaps in staffing. Some of deficiencies were beyond the control of the Board of Education, such as in the case of health personnel. In other cases, the inadequacies became more apparent as the program developed. For example, only two out of nine schools with substantial numbers of Puerto Rican pupils had non-English teachers. It appears that more than a statistical ratio is needed to provide schools with the personnel required to implement the program.

B. School Physical Facilities

1. Initial Study

In November 1966, the principals were asked to assess 21 basic facilities in terms of their adequacy in meeting the objectives of the Intermediate School Program.⁶

The facilities most frequently cited as adequate included after-school work rooms, auditoriums, shops, gymnasiums, art rooms, and typing rooms. The most serious deficiencies were in conference rooms, guidance rooms, team-teaching rooms, teachers' work rooms, administrative offices, audio-visual rooms, and science rooms. A number of schools

⁶See Appendix BI(d).

indicated the need for additional classrooms to fulfill all the requirements of the new intermediate school curriculum. The newly constructed schools were generally described as meeting more of the intermediate school needs but, even in these newer schools, some inadequacies were reported. Several principals voiced the hope that they might be consulted on future I.S. building plans, so that they might make recommendations based on actual experience.

2. Follow-Up Study

No new problems in facilities were reported in this follow-up study.⁷ Six schools indicated an intensification of existing problems of space, and four mentioned inadequate facilities for team-teaching activities. One school anticipated difficulties in planning for next fall, in view of projected increases in enrollment.

3. Recommendations

Regarding solutions to problems reported in the initial survey, one principal reprogrammed his school in order to make fuller use of the auditorium, gymnasium, and library for team-teaching and large-group instruction. Another, who answered "no" to the question of having found satisfactory solutions, reported that thirteen classes had been placed on part-time session in order to permit all classes to meet in regular classrooms.

⁷ See Appendix BII(b).

Suggestions of the administrators were: six recommended building alterations as a solution. Others suggested installation of sliding wall panels, partitioning a large room and a teachers' washroom for office space for Bureau of Child Guidance personnel, and conversion of a clothing room to an all-purpose home economics room. Several indicated a desire to see already approved plans come into early fruition, and one stated that any improvement would require extensive building modifications. Three respondents suggested a decrease in school enrollment as a solution to their problem of limited facilities.

4. Discussion

To the extent that existing facilities in the intermediate schools delimit educational practice, they should be altered. New buildings should be planned for adaptability to a wide range of organizational plans and teaching strategies. While decreased enrollments, and underutilization of facilities would help, they might result merely in the transfer of the problem to another sector of the system, unless additional new facilities are made available. Such vital aspects of the intermediate school program as the sub-school and team-teaching should be provided for in planning of new school buildings.

C. Pilot School Structure

In its proposal for the organization of intermediate schools, committee recommendations to the Superintendent of Schools⁸ included

⁸Primary School, Intermediate School Four Year Comprehensive High School. Committee Recommendation to Superintendent of Schools, December 30, 1965. New York City Public School, 34-36.

5 - 6 - 7 - 8 or 6 - 7 - 8 grade structure in the pilot schools. It also recommended the establishment of subschools - subdivisions of the entire student body, each subschool to represent a cross-section of the total school population by age, ability and talent. In addition, the plan suggested flexible grouping approaches such as team-teaching and varied forms of departmentalization.

1. Grade Organization: Although the ultimate grade structure of the intermediate school may include grades 5 - 8, at present the majority of schools (10) encompassed grades 6 - 7 - 8; some, in addition, had a few ninth grade special progress classes for gifted pupils; two of the newer schools were organized to include grades 5 - 6 - 7; and one school lacked a sixth grade for 1966-7 (it consisted of grades 7 - 8). The majority of the principals indicated satisfaction with their current grade structure.

2. Pupil Population: Intermediate school registers ranged from just under 700 to a high of 1800 with a median of about 1500 pupils. Principals of schools with high registers, generally indicated a concomitant crowding which they deplored. Most expressed the hope for a decrease in next year's register.⁹

3. Subschools: All but one of the pilot schools have made some effort to establish the subschool pattern proposed by the Board of Education; that is the organization of several smaller units within the

⁹Data obtained from the School Planning and Research Division indicated that the 14 schools were 98 per cent utilized; half were less than 100 per cent and the other half more than 100 per cent, with a range from 40 per cent in one new school, to 134 per cent, in another new school.

large intermediate school, each subschool representing a cross-section of the total school population with respect to age, ability and talent. In addition, pupils who were assigned to each subschool came from as many primary feeder schools as possible, in order to further integrate pupils of varied background. The subschool provided pupils with a smaller school setting that allowed for greater intensity of pupil interaction.

Seven schools reported that they had conformed completely to the proposed subschool pattern, five partially, and one, not at all. There was evidence of varying interpretation by principals, of the structure of the subschools. In some schools pupils were assigned to subschools alphabetically from feeder schools, and in other schools, assignment was based on guidance and performance data.

The principals of twelve of the intermediate schools rated the organization of their subschools as "good" or "excellent" but few respondents accepted the invitation to make further comments in this regard. One principal cited the advantages of alternate programs to that described by the Board of Education proposal for subschools; while another, who rated the program as fair, commented, "Teachers not sufficiently receptive nor prepared." In response to questions regarding subschools, it seemed evident that the schools are planning organizational changes, but only three comments concerning these changes were received: two of them emphasized conformance to heterogeneous class grouping, while the other planned for homogeneous grouping in home room classes.

4. Grouping

Flexibility in grouping is recognized as a desirable aspect of the intermediate schools. The Report of the Intermediate or Middle School Committee states:

The programs will bring children into a variety of instructional groups...While some of these activities will be conducted in heterogeneous groups to insure contacts with a variety of pupils, other activities will be organized homogeneously to enable children to work with others at their ability and achievement levels.¹⁰

At the time of the initial survey, no consistent grouping policies seemed to be in operation in all I.S. schools. Official sixth grade classes were, in general, heterogeneously grouped. The subject areas in which homogeneous grouping, that is, according to ability, was prevalent, were mathematics and language arts. In other areas, grouping was largely heterogeneous. Several principals indicated that some teachers and many parents had reservations regarding the desirability of heterogeneous grouping. Nevertheless, the principals said that administrative efforts had been made to provide as great a commingling of pupils as possible, through heterogeneous groupings in various facets of the I.S. program.

The types of groupings used in various subjects areas, as reported by the assistants to principals in the spring survey are shown in Table 5.

¹⁰"The Intermediate School." Committee Recommendations to the Superintendent of Schools, December 20, 1965, p. 37.

Table 5

Types of Grouping by Subjects

	Lang.			Social	For.		M. Art	
	Arts	Math	Science	Studies	Lang.	Typing	H. Ed.	Other
Homogeneous	8	11	2	1	0	0	0	1
Heterogeneous	1	0	4	7	10	10	12	3
Combined	3	1	3	3	0	0	0	2
*Modified Homogeneous	0	0	3	1	2	2	0	0

Combined indicates homogeneous grouping in some subject areas and heterogeneous grouping in others.

*Modified homogeneous (variously explained as grouping affected by "guidance" or "disciplinary reasons"; regrouping for language choices, electives, and team teaching.)

Table five indicates that the Pilot Intermediate Schools are using flexibility in grouping. Homogeneous grouping, occurs most frequently in mathematics and language arts, infrequently in science and social studies, and not at all in other subjects. The mode is heterogeneous grouping with instances of combined or modified groups.

For the typical sixth grade pupil, two-thirds of his classes are heterogeneously grouped and one-third homogeneously grouped.

Although the effectiveness of the grouping was almost unanimously rated as "good," seven respondents reported that changes were contemplated. The changes listed would result in an increase in homogeneous groupings, in acceleration, enrichment, and honors programs, and in curricular changes for corrective and remedial work (e.g. reduction of time spent by slow learners in Foreign Language and increase in time spent in Language Arts.) Two schools were planning to limit class movement by having pupils spend extended periods with one teacher.

5. Team-Teaching

At the beginning of the school year, some efforts at team-teaching were initiated in half of the schools. These efforts were generally described as large-group situations, in a specific subject area, where a team of teachers planned and gave instruction to the group. Principals of the pilot schools expressed some reservations as to the present readiness of most teachers to do effective team-teaching. Some indicated inadequate physical facilities for the group planning needed for team teaching. One school reported abandoning, for this year, its effort to set up a viable team-teaching program. All in all, achievement seemed spotty, and further thinking and planning was indicated as needed in this area. Toward the end of the school year, the picture seemed a bit brighter. Team-teaching was found (in rank order) most often in social studies, language arts, science, mathematics, humanities, and not at all in foreign language and typing.

The number of teams teaching a subject ranged from one to four, with two or three teams, of four members each, being the most common pattern.

In 13 schools reporting, teaching teams were engaged in planning the program; in 12 of these schools, large group instruction was the form of team teaching; most of the schools indicated that they used this large group instruction to achieve flexibility in utilizing the special abilities of teachers. In three schools, membership on a team was based on membership in a department which engaged in team-teaching, while in others the bases for selection were varied such as, background

that is training and experience; willingness to participate, and interest evidenced by a teacher.

D - Sixth Grade Organization

1. Source of Data

In addition to obtaining data from the principals of the pilot schools regarding initial organization, a more specific evaluation of the sixth grade organization was undertaken in April 1967 as a follow-up survey. Data were obtained by questionnaires addressed to the assistants to principal assigned to supervise the sixth grade program in the pilot intermediate schools.¹¹

Assistants to Principal Background Data -- The questionnaire was completed and returned by 14 Assistants to Principal representing 12 or the 13 pilot intermediate schools which were evaluated. The respondents consisted of 8 men and 6 women. Five had been in their present position for one year or less and half for more than four years. For about half, the present assignment was their initial experience in this position. All but two had been elementary school teachers for an average of eight years before being appointed as assistants to principal.

2. Assessment of Departmentalization

In response to a question concerning problems created for pupils by their transfer to intermediate schools, 11 schools indicated problems relating to various aspects of the departmentalized program. One school cited movement of 6th grade pupils during changes of period, another

¹¹A copy of this questionnaire is to be found in Appendix BII(c).

found its 42 minute period too long for the average 6th grade pupil's attention span, one respondent reported no problems. (It might be noted here that, in pupils' responses concerning departmentalization, nine out of ten sixth graders preferred it to the elementary school practice.)

3. Problems experienced by Teachers

Ten assistants to principal indicated that teachers' relations to 6th grade pupils presented some problems. Eight schools described this as a problem of teacher adjustment to a younger age group. Two of them described the problem created by the large number of pupils with whom the teacher was expected to relate. Four respondents cited the need for more teacher training, and one indicated that some teachers were spread thin "by working in as many as there subject areas." The same respondent who reported no pupil problems, indicated no problems for teachers.

4. General School Problems

Three of the schools cited problems resulting from "overcrowding." Such problems as "too few rooms," "space for teams," and "room space to keep sixth grade pupils from travelling excessively," were mentioned by individual respondents. Also mentioned, were "selling" the program to teachers and parents, adaptation to the new program, orientation and training of new teachers, need for additional time for teacher planning, need for improved instructional materials, and finally the distances pupils had to travel.

5. Personal Reactions of Assistants to Principal

The responses to a question concerning their own reactions to the admission of 6th grade pupils included such widely diverse opinions as:

"Sixth graders should be in the intermediate schools" (indicated by 9).

"This should have been done long ago" (indicated by 3).

"It is difficult to evaluate at this point" (indicated by 5).

"Sixth graders should be in elementary schools" (indicated by 3).

6. Contemplated Changes

One half of the schools reported on their respective plans and prospective changes for next year. These comments included:

"Keep the groups together in all areas of the curriculum."

"More continuity of pupils with one teacher. Grouping consistent throughout the day."

"Elimination of captive lunch period (when 6th graders had to eat lunch within the school) and restoring a home room period at 12:45 P.M.

"Planning for accelerated and enriched program."

"More homogeneity in social studies, science and foreign language."

"Modified grouping in science."

E - School Services

1. Introduction

The description of the project stipulated that the Intermediate Schools would "require the setting up of new and special testing and guidance services for remedial work, for subject specialists and for human relations consultants." The project envisioned a staff to include "teacher-supportive personnel."

In planning the intermediate school program it was recognized that the success of the program depended upon an adequate, well-trained staff. It was recommended to the superintendent of schools that "each

school should have guidance counselors, corrective reading teachers, a speech teacher, an attendance teacher, librarians, laboratory assistants, a teacher skilled in audio-visual instructional procedure who will function as a teacher-librarian. The services of social workers, psychologists, and psychiatrists from appropriate bureaus should be supplied to the degree needed. A professional ratio of 1 to 15 is the objective."¹²

a) Initial Survey

In November 1966 the 14 Intermediate School principals were asked to assess the adequacy of the services that were made available to their schools that year. They reported an insufficient number of remedial teachers, human relations counselors, speech teachers, attendance coordinators, social workers, psychologists, doctors, dentists and nurses.

In all other areas they indicated an adequate number of staff members.

b) Follow-up Study

In the Spring of 1967, an evaluation of the guidance counselor services was conducted in all pilot schools, and of the psychological and social work services in six selected schools.

The section which follows summarizes the findings and the recommendations suggested by staff personnel.

¹²Committee Recommendations to the Superintendent of Schools. December 31, 1965. p. 45.

2. School Services

Since a study in depth of each of the categories of school services could not be conducted within the limits of this evaluation, three were selected for intensive analysis - services rendered by guidance counselors, psychologists and social workers. The guidance counselors were selected because they were in sufficient numbers and, therefore, the kinds of services rendered could be explored more fully. Both the psychologists and social workers were among those in shortest supply and greatest demand; they were studied in terms of their contribution to the school.

The sixth grade counselors in all pilot schools and the psychologists and social workers in six selected pilot schools provided the data through questionnaires and interviews, describing their services in relation to the needs of the pupils and the objectives of the program.¹³

a) Guidance

1. Guidance Counselors of Sixth Grade Pupils

Responses were received from 22 counselors in 12 pilot schools (two failed to answer the questionnaires). In the main, the pilot schools are staffed with experienced, well prepared guidance counselors; all but four, (82 per cent) were licensed counselors. (The others were teachers acting as counselors.) The average counselor had been in service from 5 to 7 years with a range from 1 to 12 years.

¹³Copies of these questionnaires are in Appendix BII(d).

In-Service Training: All but two, (91 per cent) attended the in-service training sessions in group processes sponsored by the Board of Education. None found the sessions "excellent," 35 per cent rated them "good," 45 per cent "fair" and 20 per cent "poor." Suggestions for improving the in-service course included:

- a. demonstrations - lessons using groups of pupils
- b. more sessions devoted to role playing, group participation and group dynamics
- c. planned intervisitation and sharing of experiences among counselors
- d. presentation of varied counseling techniques through demonstration
- e. more use of audio-visual aids at the in-service sessions.

2. Counseling Procedures

All of the counselors in the pilot I.S. reported that they worked with children individually and in groups. The average group was composed of 13 children. The pattern seemed to be one of meeting their groups once a week. Apparently, some counselors worked with the same groups for an entire semester or a year. Others had contact with more children by changing the composition of the groups every four or six weeks. Consequently, a few counselors worked with as many as 300 or more children a year, while others worked consistently with one group throughout the year.

Every counselor reported much work with individual children. This varied from one conference with an individual child to as many as five or ten conferences with a child. One counselor reported that he worked with groups of boys and groups of girls separately.

3. Problems

Counselors were asked to indicate, by rank order, the actual amount of time devoted to 12 commonly encountered problems. They then rated these 12 problems according to the amount of time needed by pupils.

The ratings showed that the kinds of problems to which they were giving the most time were "not working to capacity," "peer relationships," "problems with teachers," and "feelings of inadequacy and failure." On the other hand, the counselors felt that the greatest amount of time should have been devoted to problems concerned with "feelings of inadequacy and failure," "not working to capacity," "lack of interest in school," and "serious emotional problems."

The correlation between what counselors were doing for students and what they felt was needed by students, was very high, indicating that they felt that the most pressing and important problems were getting the most attention.

At the lower end of the rating scale were problems related to "earning and spending money," "sex" and "relationship with adults of the same ethnic group as themselves."

The problems demanding the most attention by students were more diversified than those which the counselors felt needed the most attention. Pupils had problems related to school, peers, teachers and self image. Counselors wanted to focus on self-image, school and emotional problems. Data concerning how counselors were helping children with their problems were beyond the scope of this evaluation but invite further investigation.

The problems which presently take least time and are regarded as least important may not remain so. For example, with the mandated new program in sex education, this area may become more important both for the students and the guidance counselors.

b) School Social Workers

The school social worker is assigned to a school by the Bureau of Child Guidance at the request of the Board of Education. At present, a social worker spends one to two days in a school. Responses were received from five of the six schools surveyed; the position was not filled in the sixth school. These were experienced, qualified social workers, four with Master's degrees in social work and with an average of more than ten years in the field.

They were asked to indicate the relative amount of time devoted to each of 12 duties by rank order. The responses showed that the most time was given to "working with teachers on family problems which have a bearing on the pupil's school life" followed by "exploring social problems in the community and sharing findings with appropriate school personnel." Least time was given to community activities - conducting community studies and attending meetings in the community.

When asked to rank the same list in terms of relative importance of each duty, "helping to improve the quality and quantity of communication between parents and school" was ranked first, and next "helping parents become more effective in relationships with school."¹⁴

¹⁴ Questionnaire for school social workers - Appendix BII(e).

The overall assessment of the kinds of services rendered was rated good whereas the amount of services available as compared to the amount needed was rated very inadequate.

Without exception, it was recommended that each school have a full time social worker. Also there was a need, indicated for more clinical services.

c) School Psychologists

School psychologists are also assigned to the schools from the Bureau of Child Guidance and spend one or two days in a given school. Completed questionnaires were returned by four psychologists, one was absent due to long illness and the other was not regularly assigned but on call. All four were males with M.A. degrees and working in the field from 1 to 14 years.

School psychologists in the pilot intermediate schools were asked to: respond to a questionnaire which attempted to find out the rank order of importance being given to a number of responsibilities; to re-rank these responsibilities in order of the importance the psychologist felt they should have; evaluate the kinds of psychological services being given; and estimate the amount of these services being made available to the school. Finally, they were invited to make recommendations for the improvement of the psychological services.¹⁵

The data from five respondents indicate that the psychologists are spending much of their time working with emotionally disturbed children, conferring with pupils who present or cause severe discipline problems

¹⁵Questionnaire for school psychologist - Appendix BII(f)

in school and conferring with parents whose children are having problems in school. While the psychologists agree that working with emotionally disturbed children is the most important part of their load, they believe that they should be spending much more time conferring with teachers, conducting seminars and conferences.

School visits by the evaluation team and conferences with administrators tended to indicate that the psychological services were considered good to excellent. The school personnel emphasized that they needed more psychological services, and for longer periods of time.

3. Discussion

Although the Board of Education achieved its objective of assigning personnel in the ratio of 15 pupils to 1 professional staff member, evaluation of staff adequacy by the principals of the pilot schools revealed a deficiency of health personnel, social workers and psychologists, speech teachers, attendance teachers, and human relations coordinators as well as a lack of experienced, regularly licensed classroom teachers.

The responses of guidance counselors, social workers and school psychologists support the opinions of the principals as to inadequacy of personnel in these services. They indicate, in addition, an urgent need for an increased time allotment per school, particularly for school social workers and school psychologists.

Chapter IV

CURRICULUM IN THE PILOT INTERMEDIATE SCHOOLS

- A. Source of Data
- B. Initial Study Findings
- C. Follow Up Study
 - 1. Urban Living
 - 2. Foreign Language
 - 3. Typewriting
- D. Discussion

Chapter IV

CURRICULUM IN THE PILOT INTERMEDIATE SCHOOLS

Purpose and Design of the Intermediate School Curriculum Evaluation

The purpose of the present evaluation of the Intermediate School curriculum at the sixth grade level was to determine the degree of progress made in implementing the aim set forth by the Board of Education in the Title I Proposal. The key words here are progress and movement toward aims and objectives rather than their ultimate achievement.

A. Source of Data

Data were collected through questionnaires, school visits and conferences with school personnel toward the beginning and again toward the end of the school year.

The initial school survey, in November 1966, collected data from the principals of the pilot schools describing the degree to which the school was equipped to ~~implement~~ the I.S. curriculum in terms of personnel, books, supplies and equipment.

An in-depth evaluation of the experiences of the teachers and pupils with the new curriculum was conducted toward the end of the school year in six pilot schools. The evaluation team decided to make in-depth studies the three new curriculum areas - typwriting, foreign language, and home living in an urban society, or urban living. The teachers of these three areas completed questionnaires describing their reactions to these new subjects in the I.S. curriculum.¹

¹Copies of Questionnaires to Teachers are found in Appendices B II
(σ) (h) (i)

In addition, class observations were made.²

B. Findings - Initial Study

The school survey checked on the receipt and utilization, by the pilot schools, of the Task Force Curriculum Bulletins. In addition, principals' assessments were sought, of teachers' in-service training and preparation, utilization of supplies and equipment and their expressed reactions to the new curriculum.

At the time of the survey, with minor exceptions, most of the new I.S. curricular materials had been received and were in use. Most of the schools were introducing the materials at the sixth grade level, and in a few instances, their use was being spread over grades five through seven.

Many of the principals reported an insufficient number of qualified teachers for some curriculum areas, particularly in mathematics, science, foreign language, the humanities and urban living. To a lesser degree, the problem prevailed in language arts and social studies.

A serious deficit in approximately 50 per cent of the schools, was a lack of special supplies and equipment requisite to the new curriculum areas. In this respect, the typewriting course, was better off than other courses. Nine of the 14 schools indicated, by their positive responses, that space, equipment and materials were all available for this course.

An organized effort to provide in-service training for teachers was evident in all schools, but from the replies of the principals, it was

²Observation Schedule Form - Appendix B II (j)

difficult to assess the extent or quality of this training in the various schools.

In general, the principals reported the teachers as being enthusiastic about the I.S. curriculum as a whole. They expressed certain reservations, however, such as "lack of texts in science and humanities" or "difficulty in adjusting to the new urban living curriculum." It seemed evident, from comments received by the evaluators, that some teachers were having difficulties in adapting to the newer curriculum areas and that more time, greater familiarity with materials, and more teacher-training were indicated.

C. Follow Up Study

1. Urban Living

A new curriculum designed as Home or Urban Living, was developed to meet the needs "in the changing urban environment in which New York City children live."¹ The content recommended for this course is described in a Task Force Bulletin; it is derived from six areas: Consumer Education, Home Economics, Health Education, Industrial Arts, Art and Music. The aim of the program at the sixth grade level is to develop those abilities understanding, knowledges, etc., basic to effective home living for today's children in this city. Accordingly, the curriculum contains such topics as buying goods, preparation and care of simple foods, table manners, grooming, washing and repairing of garments, making simple garments; etc. "Emphasis was placed on the practical preparation of children to assume

¹Intermediate Schools Task Force Bulletin - Preliminary Curriculum Guide Home Living, New York City Public Schools. September 1966.

the many responsibilities they new carry as members of family groups living in all areas of this city."²

Data for evaluating the extent to which the recommended curriculum was being implemented in the pilot schools were obtained from teachers in the six schools studied intensively, both by questionnaire and interviews.

Responses were received from 17 teachers, nine of whom were licensed in home economics and eight in industrial arts. They were experienced teachers who had taught an average of 9 years. Their classes met twice a week and the average register was 24. The new curriculum was rated fair or good by 15 of them.

The major topics which the teachers reported as most valuable to students in frequency order were:

1. Consumer education
2. Family living
3. Participation in the political, religious and social life of the community.
4. Housing
5. Hygienic standards
6. Use of leisure time
7. Creativity
8. Physical work
9. Measurements; use of instruments.

All of the home economics teachers reported that nutrition, meal planning, and table manners involved in family meals received major attention. Care in buying, handling, and storage of food was also taught. A heavy component of consumer education was included in the curriculum.

In at least one school, the home economics and industrial arts teachers team taught a unit in consumer education which proved to be

²Ibid., Committee Recommendations to Superintendent of Schools, Dec. 20, 1965, p 43.

of interest and value to the pupils. In one school, the social studies teachers taught some of the topics in the Urban Living curriculum.

The home as a center for healthy family life was considered important and valuable by many teachers of Urban Living courses. Cleanliness, safety, the care of sick and aged members of the family, and understanding the dangers of alcohol, tobacco, drugs and non-medical substances were important components of the Urban Living curriculum.

Use of leisure time was being given considerable attention, according to the teachers. Appreciation of art and music in the home as well as family hobbies and interests also proved valuable.

Some teachers thought that a number of topics in the Home Living curriculum were "above the level of sixth grade pupils." These included:

1. Problems of housing
2. Participation in the political life of the community
3. Participation in the religious life of the community
4. Use of community Health facilities
5. Savings and investments (especially stocks, bonds, and insurance).

One teacher said that "Students are unable to do anything about these problems. They have to depend upon the adults in the family for action. It is my feeling that a child should be able to put in action the teachings of the school, otherwise he will meet with more frustration."

D. Discussion

The pilot schools in general seem to be having considerable difficulty implementing the new Urban Living curriculum. At least one school

decided that an organized course thrust could not be made in this area, this year. The principal of this school quickly pointed out, however, that much of the urban living content was being taught in a number of other classes. He did not think that the urban living curriculum could be taught as a separate course and did not rate the urban living curriculum guide very high.

An observer gets the definite impression that teachers either question the advisability of introducing urban living problems of youth into the curriculum or they were confused about the role the school should and could play in helping children and youth to live more effectively right now. Civil rights struggles, for example, are very real in the lives of many inner city children but this particular aspect of the child's life seemed difficult to incorporate into the curriculum. Easy, comfortable ways of helping children to gain deeper understandings of modern urban living are difficult to organize and implement but some teachers and a few school faculties were finding creative ways of introducing these topics into the curriculum.

From reading the questionnaire responses and talking with several industrial arts teachers, it is suspected that they are having trouble identifying with the new urban living curriculum. As one teacher said, "The industrial arts department found it very difficult to tie into the topics in this area." A question and an observation seem in order at this point. First the question: How extensively do industrial arts teachers participate in urban living curriculum policy and planning sessions? And now the observation: The traditional industrial arts program with its concern for tools and construction activities may be

of diminished value for the urban, apartment house child. Perhaps the curriculum should be re-examined against present urban living patterns.

2. Foreign Language

The objectives of the foreign language program, as described in the Committee Recommendations to the Superintendent of Schools, were as follows:

Background. Competence in a foreign language involves the ability to speak, write and read the language fluently, plus acquaintance with the literature and culture of the country represented by the language. It is now generally accepted as desirable to start instruction in foreign language at a reasonably early age.

Recommendations. It is recommended that French and/or Spanish, together with one of the following languages be taught, providing the school has evidence of sufficient interest on the part of the community: Chinese, German, Hebrew, Italian, Latin, Russian. It is also possible that pupils desiring the third language may be transferred to the school offering that language.

Every pupil will be introduced to the study of a foreign language on entering the Intermediate School and will have the opportunity to proceed at the rate dictated by his ability and maturity.... Children of foreign background will be permitted to choose their native language in order to develop proficiency in two languages. In fact, the study of English may be improved by the success children have in their native language. An important outcome will be pride in their own culture.

The accepted methodology is the audio-lingual approach, except where children are studying their native language. Then the language should be taught as English is taught to native-born Americans.¹

¹Ibid; Committee Recommendations to Superintendent of Schools, Dec. 20, 1965. p. 41.

The Task Force Bulletin in Foreign Language contains the detailed new curriculum in each of three languages - French, Italian, and Spanish for all pupils entering the pilot schools in grades 5 and 6.²

The evaluation of the foreign language curriculum in its first year was based upon the questionnaire responses of 22 language teachers in seven schools surveyed (followed by visits to several of the schools). There were 33 classes in French, 42 in Spanish and 5 in Italian reported by these schools. The teachers were licensed and experienced, having taught languages for an average of 8 years.

Almost without exception, the teachers reported that they spoke the languages fluently and that they had travelled widely in Spanish, French, and Italian speaking countries. Most of them used the language outside of school.

Almost all of the pilot schools reported that they had language laboratories. These varied from multi-station console installations to simple tape recorders. Although teachers reported that this equipment was used every period, evaluation team observations did not confirm this optimal usage.

Although all of the teachers, except one, reported that they used the aural-oral method of instruction, almost half of the teachers said that they emphasized reading and writing in the language being taught.

²Intermediate Schools Task Force Report - Preliminary Curriculum Guide Foreign Languages, Grades 5-6; New York City Public Schools. September 1966.

Some attempts were made to utilize community resources for language instruction. One teacher reported that he had taken "pupils on trips to stores and other places where the foreign language is spoken and where the pupils can use the language." Four of the teachers reported that they had invited resource people from the Board of Education and from the community to talk to their language classes.

The evaluation team was impressed with the enthusiasm of the teachers and their skill in teaching the languages. The Board of Education can be commended for this innovation. It is suggested that usage of language laboratory equipment be explored in order to insure that maximum benefits are derived from the excellent equipment available. In addition, it is noted that the intermediate school structure is more flexible than that of the typical departmentalized junior high school, and would therefore lend itself more easily to the scheduling of educational trips. It is suggested that more trips be arranged for, in order to provide pupils with opportunities to hear a variety of people speak the language they are learning and to use the language in real life situations. Finally, the request of the foreign language teachers for more supplementary materials, should receive attention.

3. Typewriting

The objectives of the typewriting program, as described in the Committee Recommendations to the Superintendent of Schools, were as follows:

Recognizing that typewriting is a skill which can serve to further the child's personal growth in many areas - reading, spelling, punctuation, creative writing, note-taking, etc., instruction in typewriting will be included

as a regular curriculum area in the Intermediate School. This decision is also based on the results of many studies which show that the average child of ten or eleven is physically capable of mastering typing skills and of making immediate use of these skills in his assignments.

Recommendations. It is recommended that all children, beginning in grade five, be taught typewriting on the basis of one period of 20 to 30 minutes per day for a semester. Pupils should be scheduled for at least one period a week for sustaining typewriting skill after it is attained. The typewriting course will include:

1. Complete training in correct operation of the machine.
2. A target writing rate of at least 25 words a minute for three months.
3. Instruction, after the basic skills are mastered, in the correct arrangement of homework assignment writing done in the school.
4. Instruction, after the basic skills are mastered, in the correct arrangement of personal and personal-business correspondence.
5. Practice after the basic skills are mastered, in using the machine in composition of school assignments.
6. Emphasis on reinforcing the language arts, not on developing vocational skills.^{7,8}

Licensed experienced people (with few exceptions) were teaching the typing classes. They all had specialized graduate training as well as experience as secretaries, stenographers, and business people.

⁷Ibid, Committee Recommendations to Superintendent of Schools, p. 41

⁸A detailed curriculum guide for teaching typewriting to sixth graders has been prepared and is available; Intermediate Schools Task Force Bulletin- Preliminary Curriculum Guide Typewriting, New York City Public Schools. September 1966.

The "touch" system of instruction was being used by teachers. However, their procedure did not involve starting children on "blind" keyboards. The machines were equipped with simple fabric "flaps," to cover the keyboard, which might be used by the child when he was ready. By having the letters visible, the child could type words and sentences very early in his experience on the machine.

Pupils spent an average of three to four hours a week working on the typewriters. Almost half of the teachers reported that children did have after school opportunities to practice typing. An average of 40 per cent of the pupils had access to typewriters at home or outside of the school.

In general, it can be said that reactions to the typewriting program were very favorable. Typing was popular with the parents. Over 50 per cent of the teachers reported that they often got positive parental reactions. In reporting their own reactions, teachers all agreed that the curricular materials were helpful. They found the instructional materials plentiful and easily obtainable. Most of them agreed that typing should be given in the fifth or sixth grades. (Three suggested that it be introduced in the second, third or fourth grades, and three suggested the seventh or eighth grades.)

The reactions of the evaluation team were equally favorable. The typing classes were a joy to visit. Children were happily typing away on sparkling new typewriters. Teachers were relaxed and competent. Not a child appeared bored or unruly. The children were learning to type, and much interest had been developed.

However, there remain some unanswered questions regarding the objectives of improving achievement in the language arts and content areas through the typing program. To what extent were the content and vocabulary of reading and social studies being used by the typing teachers? It was the impression of the evaluation team that the typing teachers had greater familiarity and experience with teaching typing than with the other content areas. It is therefore suggested that attempts be made to coordinate the work of the typing classes with that of the other content areas. Perhaps a program of intervisitations between the regular classroom teachers and the typing teachers, in addition to staff conferences focused on coordination, would be helpful.

D. Discussion

After some delays in launching the new curriculum in the pilot schools the program appeared to be moving smoothly, more so in some areas than in others. The study of urban living, typewriting and foreign language as they were functioning in six selected schools provided considerable data. It was found that typewriting and foreign language courses were more successful than urban living. One of the factors which may be related to success is the teacher and his preparation. In the first two instances, the teachers were trained, qualified, and experienced in a subject for which the course of study was highly structured. Urban living was taught mainly by home economic and industrial arts teachers with some of its topics being discussed in social studies classes. There was confusion regarding the content and purpose of this course and it tended to follow the traditional junior high school cur-

riculum in many schools. Much remains to be done in defining the scope of this course as well as which subject area teachers should be involved in it. This may involve a reconsideration and restructuring of the urban living curriculum as presently described. Despite the difficulties, there is general enthusiasm for the new courses and the new curriculum on the part of teachers, pupils and their parents.

CHAPTER V

INTEGRATION AND DESEGREGATION

- A. Introduction
- B. Source of Data
- C. Desegregation
- D. Integration
- E. Discussion

CHAPTER V

INTEGRATION AND DESEGREGATION

A. Introduction

Of the six major objectives of the Intermediate School program, two are concerned directly with the process of desegregation and integration. These are:

1. To achieve better ethnic distribution in the middle grades.
2. To improve the quality of human relations among students and their skills in living in urban society by providing them with ethnically integrated schools, and to improve pupil attitude -- especially in relation to image toward self and toward other pupils of different ethnic, racial, religious and social groups.

This section of the study addressed itself to assessing the extent to which the pilot intermediate schools achieved the objectives relating to desegregation and integration during the school year 1966-67.

Definition of Terms

In the process of visiting schools and talking with school personnel, it became apparent that there was much confusion as to the exact meanings of segregated, desegregated and integrated school populations. To clarify these meanings, as used in this study, a paper by Dr. Donald Horton,¹ a sociologist, will be quoted:

Desegregation (as applied to education) refers to actions taken to produce a mixing of white and Negro pupils in schools which were previously homogeneous in racial composition. We sometimes use the term "administrative desegregation" to specify desegregation produced by action of

¹Dr. Horton, Donald, A Viewpoint on the Problem of School Integration, July 1959, Bank Street College, 65 Bank Street, New York, N.Y. 14.

the school authorities.....

We think of integration as a process which begins after the population of the school has become racially heterogeneous. Desegregation is, then, the first phase of, or the necessary precondition to, integration.

We define integration as a process of readjustment in the program, procedures, human relationships and institutional structure of the racially heterogeneous school. Its aims are (1) to eliminate those educational disabilities of non-white children which are attributable to the social and psychological effects of their minority group status, and (2) to foster the democratic values of both groups through common participation in the school experience.

Planned school integration involves changes in the content of the curriculum and in teaching methods, in the interactions between white and non-white children in the classroom and in social activities, in the attitudes of teachers and administrators in the contacts of the school with its non-white parents, and in the relations between white and non-white parents in the parents' associations. In the broader institutional perspective, integration also means an increased participation by the non-white personnel in the school system as teachers, administrators, technical experts and Board Members.

The Allen Commission, representing the New York State Department of Education, attempted to deal with the quantitative aspect of desegregation. Initially, in an official release,² it was suggested that not more than 50 per cent of any major racial and ethnic group was the goal for a desegregated school. However, in New York City, with its concentration of minority groups largely in Manhattan and several areas of Brooklyn, and the Bronx; achieving such a racial balance, without a massive transportation problem was considered impossible. A later release by Dr. Allen, prepared solely for New York City, stated:

² Allen Memorandum to Chairmen of Local School Boards and School Superintendents, June 14, 1963.

In developing this evaluation, we sought an unequivocal definition of the ethnically segregated public school. After considering alternatives, we chose to define a public school in New York City as ethnically segregated if, in 1963, it enrolled less than 10 per cent Negroes and/or Puerto Ricans, or if it enrolled less than 10 per cent from other groups.³⁻⁴

Desegregation may be defined broadly as relating to school staff as well as student body. This is the definition proposed by Dr. Donald Horton, as quoted above.

In view of the fact that the objectives of the intermediate school program were focused primarily on the furthering of pupil desegregation and integration, the section of the study dealing with staff desegregation has not been included in the text, but may be found in the Appendix A, section 2.

B - Source of Data

The initial assessment of integration and desegregation were obtained through questionnaires and interviews at the beginning of the school year.⁵ Principals were asked to describe the extent of desegregation and integration in their respective schools. Supplementary data describing ethnic composition of the total school and the sixth grade population as well as the trends over the past five years were obtained from the Board of Education records.

³State Education Commissioner's Advisory Committee on Human Relations and Community Tensions, Desegregating the Public Schools of New York City, May 12, 1964. (Prepared with the assistance of the Institute of Urban Studies, Teachers College, Columbia University).

⁴The New York City Board of Education has used a modification of the Allen formula for defining segregation at the junior high school level which is outlined in a publication entitled Improving Ethnic Distribution of New York City Pupils by Dr. Jacob Landers, May 1966.

⁵See Appendix BI(d).

The initial ethnic data about feeder schools were obtained by questionnaires addressed to the principal of each feeder school in November 1966.

A second assessment was made at the end of the school year to find out the extent to which these schools had moved toward the goals of desegregation and integration set by the project description. A questionnaire was sent to the principals of each of the 66 feeder schools requesting ethnic data related to the fifth grade as well as to the total school population. This second survey also included data on desegregation and integration from assistants to principal, teachers, pupils and parents. In addition, observation teams visited six of the pilot schools to observe pupils, lessons, faculty, materials and exhibits from the point of view of integration.

Analysis of Data

The findings on desegregation and integration in the intermediate schools have been organized in this report as a series of answers to the following questions:

1. To what extent has desegregation been achieved in the 14 pilot intermediate schools?
2. Since the new sites were to be selected to promote desegregation to what extent has this happened?
3. To what degree does the sixth grader experience greater desegregation in the intermediate school than he would have experienced in his feeder elementary school?

4. Assuming a desegregated school population; to what extent was desegregation supported by organizational aspects of the school?
5. Assuming a desegregated school population; to what extent was integration fostered inside the school?

C - Desegregation

Question 1. To what extent has desegregation been achieved in the fourteen pilot intermediate schools?

1. Present Ethnic Composition of Pilot Intermediate Schools

These data were obtained by the November questionnaire and supplemented by the Board of Education ethnic data. An analysis of the ethnic composition of these schools in October 1966, revealed considerable variation among them. The October 31, 1966 census showed that four of the pilot schools could be classified as minority segregated; that is they had at least 90 per cent of the population Negro and/or Puerto Rican. There were no white segregated schools. There were as many as 75 per cent whites in one of the schools, over 98 per cent Negro in another, and 69 per cent Puerto Rican pupils in still another. In the total population of almost 20,000 pilot intermediate school pupils, there were 22.5 per cent Puerto Rican, 38.4 per cent Negro and 39.1 per cent others.⁶ The ethnic composition of the sixth grade population closely followed that of the total population in each of the pilot schools. The combined sixth grade population was 21.9 per cent Puerto Rican, 35.2 per cent Negro and 42.9 per cent other.⁷

⁶See Appendix A1

⁷See Appendix A2

Segregated sixth grade populations were found in the same four schools whose total population was segregated.

2. Trends in Ethnic Composition

In order to determine effectiveness of various policies and practices of the Board of Education in improving the ethnic balance in the schools, the trends in the ethnic distribution in the pilot schools over the past five years were analyzed. It was assumed that the changes in ethnic balance would reflect the combined effects of such factors as open enrollment, zoning changes, grade reorganization, alterations in feeder patterns and the like.

This analysis for the five year period covers only nine schools, since the other five schools were opened either during this year or within the past two years. Trends in desegregation are summarized in Table 6.

Table 6

Trends in Desegregation Over a Five Year Period in Nine Pilot Schools

	Minority Segregated		White Segregated		Desegregated	
	No. of Schls.	Sch Code Desig.	No. of Schls.	Sch Code Desig.	No. of schls.	Sch Code Desig.
*1962	2	9T, 4Y	1	17J	5	2B,7H,6L, 21G,15C
1963	3	9T, 4Y,10P*	1	17J	5	2B,7H,6L, 21G,15C
1966	3	9T, 4Y,15C	0	-	6	2B,7H,6L, 21G,17J, 10P

*In 1962, only 8 schools were included in the analysis, since 10P opened during the following year, 1963.

Table 6 indicates that, in 1962, there were two minority segregated schools (9T-4Y) and one white segregated school (17J). In the following year, a new school was opened as a minority segregated school (10P).

By 1966, the two minority segregated schools (9T-4Y) had become even more segregated than they had been five years ago. The white segregated school (17J) became desegregated by a gain of 16 per cent minority group students. One school, which originally had a 16 per cent other population, (15C) became a segregated school when its other population dropped to 8 per cent. Over the five year period, the net change in the total population was an increase of 1 per cent Puerto Rican and 4 per cent Negro with a loss of 5 per cent other.

Question 2 - Since the new sites were to be selected to promote desegregation, to what extent has this happened?

As was indicated earlier, one would expect that sites on which new buildings were erected would have been selected to insure a substantially desegregated situation. Of the four new schools (24S, 14D, 18E, and 12U), two (14D, and 24S) have a distribution in which no one ethnic group comprises more than 50 per cent, or less than 10 per cent of the total school population. One (18E), which would probably have been a predominantly white school if efforts toward desegregation had not been made in the feeder school pattern, encompassed 10 per cent Puerto Rican, 18 per cent Negro, and 72 per cent Other. The fourth new school, (12U), is a segregated school with 24 per cent Puerto Rican, 75 per cent Negro and 1 per cent Other. In varying degrees, movement

towards greater desegregation was achieved in three of the four new schools.

Question 3 - To what degree does the sixth grader experience greater desegregation in the intermediate school than he would have experienced in his feeder elementary school?

An attempt was made to ascertain whether children were, in fact, in a more desegregated learning environment in the intermediate school than they would have experienced, had they spent sixth grade in their feeder elementary school.

A questionnaire was sent to the principals of all feeder schools sending students to the thirteen pilot intermediate schools.⁸ A total of 66 feeder schools were contacted, and of this number, 55 returned their responses and 11 did not respond. Seven of the 55 responses were not included in the study because two schools said they did not send any students this year, four said that they had sent only seventh grade students, and records for one school were destroyed by fire. Therefore, there were 48 feeder schools involved in the analysis.

Principals were asked to record the ethnic makeup of their present fifth grade, and to indicate whether there had been any significant change in the ethnic makeup of that school's population during this year.

If there had not been any change, as was almost universally the case, it was assumed that the sixth grade children now in the intermediate school would have been in a racial-ethnic grouping similar to

⁸ Copy of questionnaire to be found in Appendix B, section III.

the current fifth grade of the sending feeder school. The ethnic make-up of the fifth grade in each feeder school was then compared with the ethnic makeup of the sixth grade of its receiving intermediate school.

Findings

The data from the feeder school study (Table and Graphs⁹) indicates that, of the 48 feeder schools included in the analysis, students from 19 of these schools are in a significantly more desegregated setting in the intermediate school; students from eight schools are in a slightly more desegregated setting in the intermediate school; students from six schools are in a less desegregated setting, and students from 15 schools showed no change between the level of desegregation of their feeder schools and that of the intermediate school. Thus, the students from more than half (27) of the feeder schools experienced an improved situation with respect to desegregation, and in the majority of these cases the improvement was significant.

In some cases, where there was no change in desegregation levels between feeder and intermediate schools, it appeared that present feeder patterns, set up according to existing formulas, based on neighborhood clusters, precluded this possibility. Perhaps the designation of these schools as pilot intermediate schools was therefore a questionable procedure (see 15C, 4Y, 9T, and 12U) in view of the objective of furthering desegregation through the intermediate schools.

The evidence indicates that, in this group of intermediate schools, strides have been made in the area of desegregation. The intermediate school program has achieved, through its feeder school patterns, a

⁹Analysis of desegregation in Receiving Pilot Intermediate Schools and Feeder Elementary Schools Appendix A6.

measure of success in reaching its goal of increased desegregation.

Question 4 - Assuming a desegregated school situation, to what extent was desegregation fostered by organizational aspects of the school?

The extent of desegregation within the school is largely dependent upon the grouping methods which are used. Grouping is discussed in detail in the section of this report in Chapter III.

The data presented there indicated that, in general, there was more homogeneous grouping (by ability level) in the language arts and in mathematics, and more heterogeneous grouping in the areas of foreign language, urban living, typewriting, and so forth.

There was considerably less desegregation in homogeneously grouped classes and more desegregation in the classes that were heterogeneously grouped. Approximately two-thirds of the classes attended by students were basically desegregated.

With regard to subschools, as described in Chapter III-C-3, it is evident that there is still too little uniformity in approach, in concept and in organization of subschools among the pilot intermediate schools, to assess the effect of the subschool on integration. A study of this aspect might be appropriate later on in the development of the intermediate schools.

D - Integration

Question 5 - Assuming a desegregated school population, to what extent was integration fostered inside the school?

It will be recalled that the initial discussion of integration

implied more than a purely quantitative focus. It referred to both the amount and the quality of interaction between children of different racial and ethnic groups. Moreover it implied a deliberate and planned process, on the part of the school, of initiating and developing activities to further the desired interaction.

Following this definition, we assessed the extent of integration, by asking pilot intermediate school principals to respond to a series of questions concerning their respective schools. Some responses concerned meetings focused on efforts to move towards greater desegregation and integration. These included meetings of school administrators with Board of Education personnel, meetings within school districts, and meetings organized within each school, in which the entire faculty was involved.

Some of the topics discussed at these meetings included: developing materials to enhance the human relation program; the nature of the pupil and the community, special help in study, test, and homework skills relating the in-school to the after-school study program; meetings with parents; and "sensitivity sessions" in which efforts were made to understand the feelings of all participants in a given situation.

The evaluators made visits to all of the pilot intermediate schools in the fall of 1966 and to a selected group of six, more intensively observed schools, in the spring of 1967. The statements as to the degree to which integration was being achieved represent the consensus of impressions of the evaluators during this series of school visits.

Although teachers were working with desegregated groups, there was little evidence that class work was intentionally structured so that small groups of differing racial and ethnic backgrounds might have opportunities of working together. In only two of the thirty classes visited by the evaluators, did the lessons include opportunities for pupil-pupil interaction. It was therefore difficult to assess integration in most of these situations. The same absence of communication across ethnic and racial lines characterized pupil activity in most of the homerooms visited. However in shops and home economics classes, where greater pupil freedom of movement was an integral part of the lesson, there was commingling of different racial and ethnic groups evident.

Among the lunchrooms observed, about half of the clusters of children who were communicating with each other were either all white or all Negro, the remaining half were in desegregated groupings. There were no deliberate plans evident for encouraging integration through lunchroom activity. In most instances, children were free to sit where they pleased, though overcrowding was recognized, frequently, as an obstacle to either planned or unplanned integration possibilities.

In the playground, one school indicated the use of team play to encourage children of varying backgrounds to play together. The remaining six schools visited, allowed children to play where they wished but had no planned ways of encouraging integration through playground activity.

On the positive side, there were some educational experiences

observed which did reflect deliberate planning to encourage integration. Some illustrations are:

1. An assembly planned to honor high academic achievement with minority group children prominent among achievers.
2. A "sing" of Spanish music in an assembly.
3. Two children, one white and one Negro, who, together, were performing the status role of hostess in the school.

Since the role of hostess was significant in the students' eyes, the school had made a positive effort to see that the post was a shared one, representing the school population.

One aspect of integration involves the development of an appreciation for the culture and contributions of all groups. The extent to which the school contributed to this objective was evaluated by assistants to principal. Responses are indicated in Table 7.

Table 7

EXTENT TO WHICH SCHOOLS REFLECT A
PLURALISTIC ETHNIC AND RACIAL CULTURE

Selected Areas	Ratings*					Average
	1	2	3	4	0	
Textbooks	2	8	3	0	1	2.07
Pupil Reference Books	4	6	3	0	1	1.92
Course Content of Social Studies	7	5	1	0	0	1.53
Classroom Exhibits and Decorations	8	6	0	0	0	1.43
School Exhibits and Decorations	8	5	1	0	0	1.50
Assembly Programs	8	6	0	0	0	1.43

*1-very well; 2-fairly well; 3-poorly; 4-not at all; 0-does not apply.

The table indicates that a majority of the respondents rated all items as reflecting our pluralistic culture "fairly well" or "very well." In three of the six area studies, namely classroom exhibits and decorations, school exhibits and decorations, and assembly programs the majority of the respondents gave a rating of "very well." Text-books and pupil reference books were rated lowest.

The above data represents the responses of school personnel. These were not entirely congruent with the observations of the evaluation team. The evaluation team found a few exhibits which did reflect the contributions of various cultural groups (i.e., Puerto Rican Discovery Day, etc.). However, of the six schools visited, (which included schools with varying degrees of desegregation in the pupil population) exhibits in four schools were rated as reflecting diverse racial-ethnic backgrounds "not at all," and, in two, the rating was "fairly well." With respect to other items rated, the evaluation committee observed that efforts were being made, by most assistants to principal, to order as wide a variety of texts and supplementary materials as were available to offer pupils an honest insight into our pluralistic culture. There is still a dearth, it was indicated, of appropriate materials in this area to meet all needs in terms of varying reading levels and pupils' interest. Obviously, teacher ingenuity and school-made materials will have to fill the existent gaps.

E - Discussion

Small but significant progress towards desegregation has been made by

the intermediate school, in face of the citywide population trend.

Desegregation within a school will only be achieved to the degree that the school administrators and staff are committed to a philosophy that places desegregation high among the major goals of its educational program. Current efforts towards maintaining heterogeneous groupings wherever possible, as well as efforts towards implementing the subschool structure, are yielding some positive results in this direction.

The emphasis now needs to be placed upon development of learning situations which will permit greater pupil-pupil interaction so that the opportunity for true integration may occur.

CHAPTER VI

REACTIONS OF SIXTH GRADE PUPILS AND THEIR PARENTS TO THE INTERMEDIATE SCHOOL PROGRAM

A. Pupil Reactions

1. Pupil Questionnaire Procedures
2. Questionnaire Responses
3. Discussion

B. Parents' Reactions

1. Questionnaire Procedures
2. Questionnaire Responses

C. Parent - Community Participation

Chapter VI

REACTIONS OF SIXTH GRADE PUPILS AND THEIR PARENTS TO THE INTERMEDIATE SCHOOL PROGRAM

A. Pupil Reactions

1. Pupil Questionnaire Procedures

A "Checklist for Sixth Grade Pupils" was constructed to determine how sixth graders reacted to their intermediate school, as well as its effect upon their self image.¹

The checklist was administered by evaluation staff members to two sixth grade classes in the six selected intermediate schools which were studied intensively. About 300 sixth graders completed the checklist, anonymously. For the most part, one high-achieving and one low-achieving class were selected, at random, in each of the six schools.

2. Questionnaire Responses

a. Reactions to the school

The questionnaire responses indicated that about 74 per cent of the sixth graders preferred to remain in the intermediate school and less than 10 per cent wanted to go back to the "old school." Of the 17 per cent who wished to "go to another school," a few specified their choice of school such as a military school, a parochial school or some particular public school.

There was little doubt about the preference for the intermediate school program. It was found that 87 per cent said they preferred the intermediate school program.

¹Checklist for sixth grade pupils - Appendix B-IV-(e)

from different teachers each day" and 13 per cent said, "From one teacher all day."

In selecting the things they really liked about the school, the order of preference was (1) gym (2) kids in my class (3) art (4) typing (5) foreign language (6) science (7) math (8) library (9) language arts (10) social studies (11) music (12) trips (13) homeroom (14) after school activities (15) playground (16) lunches (17) clubs. The popularity of gym and classmates was not unexpected, but what was surprising was that they placed school subjects before non-subject class activities. Typing and foreign language, new subjects added to the intermediate school curriculum, were the most popular of the major school subjects.

About half the pupils expressed a desire to improve their reading and four out of ten wanted to do better in arithmetic. The other subjects in which they seemed to desire improvement were placed in the following order: foreign language, social studies, typing and science.

b. Pupil self concepts

The self rating scale was designed to measure changes in pupil self concepts. For ten school-related items, pupils were asked to indicate whether they thought they "improved", "remained the same" or "got worse" since attending an intermediate school.

An analysis of the overall rating for the ten items showed that over 58 per cent of the pupils thought they had "improved", 30 per cent said they "remained the same" and 12 per cent felt that they "got worse".

With respect to specific items, their feeling of greatest improvement was in "my desire to get ahead", followed closely by "my school work". In the "remained the same" category, "my wish to help others" ranked first, and then "my conduct in school". Under the "got worse" column, "my attendance at school" received the highest number of choices and then "my wish to help others".

3. Discussion

The checklist responses may be summarized as follows:

- (1) About three out of four sixth graders preferred their present intermediate school, to their previous elementary school or to some other school.
- (2) About nine out of ten thought that the departmentalized program of the intermediate school was better for learning than that experienced in elementary schools.
- (3) They liked best gym, classmates and the academic program offered by the school. Typing and foreign languages were the favorite choices among the major school subjects.
- (4) These sixth graders felt the greatest need for improvement was in reading and, next, in arithmetic.
- (5) Almost two out of three sixth graders expressed feelings of general improvement since they came to the school. Only one out of ten felt that things were worse. The greatest number felt they had improved in "desire to get ahead" and "in school work", but had remained the same in "helping others" and "conduct in school".

The net effect of the intermediate school program upon the sample of sixth graders responding to the checklist seemed to indicate very positive and constructive feelings about the school and its program. (Part of this response may be attributed to the enthusiasm engendered by attendance at a new school and knowledge of being participants in a new program. It remains to be seen whether or not this attitude toward school is maintained in the future).

B. Parents' Reactions

1. Questionnaire Procedure

In order to determine the degree to which the sixth grade parents were involved in their children's education, a questionnaire in the form of a checklist prepared in both English and Spanish, was distributed by teachers to the parents of the same two sixth grade classes described in Section A. above.

The principals of the six selected intermediate schools received two packages of questionnaires accompanied by a letter describing the purpose of the parent survey and a suggested procedure for distributing and collecting the questionnaires so that complete anonymity would be assured. Each pupil in the two classes involved, selected either a Spanish or an English questionnaire, (whichever he felt was more appropriate for his parents) in a sealed white envelope. He was instructed to return the completed questionnaire in a sealed unmarked envelope, as well.

A total of 256 completed questionnaires (80 per cent of the number distributed) was returned. Of these 256, 58 were in Spanish. Since there was no great difference between the responses on the Spanish and English questionnaires, or between the responses of parents of girls and boys, they were combined, and analyzed as one group.¹

2. Questionnaire Responses

The parents' responses indicated that most of the sixth grade pupils (85 per cent) had been transferred to the intermediate schools in September 1966, at the start of the school year. The remainder had transferred individually, from other schools, on varied dates between September 1966 and May 1967.

Of the parents, 71 per cent felt their children were doing better in school, 21 per cent felt there had been no change, six per cent felt they were not doing as well as they had in their former schools, and two per cent said they did not know.

Parents' responses concerning visits to school indicated that 64 per cent had visited once or twice, 14 per cent had visited many times, 12% had visited at least once a month, and 6% had visited not at all. About 4 per cent said they could not recall the number of visits made.

In response to their opinions concerning teachers' interest shown towards their children, 85 per cent of the parents answered "yes", five per cent said "no" and ten per cent admitted that they did not

¹Covering letters and parent questionnaires (Spanish and English - Appendix - B IV (a to d))

know.

A large majority (90 per cent) of the parents felt their children generally liked going to school, nine per cent felt they disliked school, and the rest did not know.

With respect to their awareness of their children's choice of language, 62 per cent indicated Spanish, 23 per cent French, 13 per cent Italian and two per cent either said "none" or did not know.

Parents received most of their information about their children's school work from report cards (37 per cent), from talks with the teacher (26 per cent) and from talks with their children. About 85 per cent indicated satisfaction with school progress, while 15 per cent were not satisfied.

Parents felt that the subjects in which their children needed most help were reading, mathematics, foreign language and spelling, in the order listed. They felt that the major sources of help were after-school tutoring (41 per cent), parent assistance at home (32 per cent) and persons within the school, during the course of the regular school day.

About 60 per cent of the parents indicated that, they had not become more friendly with parents of other racial and ethnic groups as a result of their children's school experience.

In response to a question concerning their approval of their children's association with children of different racial and ethnic groups, 87 per cent of the parents said "yes", 6 per cent said "no" and the remainder said they were doubtful or did not know.

When asked of the subjects learned in school seemed to help the children at home, about 73 per cent said "yes", 12 per cent said "no" and the rest were doubtful.

C. Parent Community Participation

These findings concerning parent reactions to the intermediate school might become more meaningful, if accompanied by a recapitulation of some of the earlier findings concerning parent and community that resulted from the initial study of November 1966 and the follow-up study of April - May of 1967.

In the initial study of November 1966 in the survey of parent involvement in intermediate schools, and of communication and interaction between the schools and civic organizations based on questionnaire responses of school administrators, some of the following was discernible. The size of Parent Associations varied from 53 to 635. Attendance at Parent Association meetings varied from 38 to 100, with indications that dramatic issues in which parents felt a vital stake were the only ones which drew large attendance at meetings. It must be remembered that this pattern of parent participation is typical of all areas of New York City.

Slightly over half of the schools conducted parent workshops and the same number reported utilization of parents as school aides. Fewer than half the schools indicated great parent interest in volunteer service at the schools.

Very few schools indicated involvement with community affairs or civic organizations. Two schools did indicate an awareness of community tensions and problems, even when these were not directly related to

the schools' activities. Almost all of the schools reported on specific administrative means set up for communication with parents or community organizations. One school reported issuance of a periodic Newsletter. Another school had an Assistant to Principal assigned to attend monthly meetings of a local federation of community council. All of these efforts, while commendable, were limited in scope and number.

The intermediate schools must seek new vehicles for utilizing the parent interest and positive attitudes towards the school indicated by their responses.

CHAPTER VII - PUPIL PERFORMANCE

- A. Introduction
- B. Reading Achievement of Total (Pilot & Nonpilot Sixth Grade Pupils)
- C. Reading Achievement of Matched (Pilot, Nonpilot and Elementary) Sixth Grade Pupils
- D. Discussion

Chapter VII

PUPIL PERFORMANCE

A. Introduction

A stated objective in the project description of the intermediate school program was " to improve academic competence and achievement in relation to the rate of academic growth normally found among educationally deprived children in the intermediate grades."

Since reading comprehension is generally regarded as the keystone subject in the school curriculum, this was used as a measure of academic achievement. Scores of sixth graders in reading comprehension on the citywide Metropolitan Reading test of October 1966 were compared with scores on another form of the same test given in April 1967. The interval between the two tests was six months; the grade norm for the October test was 6.1 and for the April test it was 6.7.

B. Reading Achievement of Total Pilot and Non-Pilot Sixth Grade Populations

As a preliminary step, the reading scores of all sixth graders in the thirteen pilot schools and in thirty non-pilot schools who took the October and the April tests were compared. The mean reading scores of the two groups on each of the two tests are summarized in Table 8.

Table 8

Reading Comprehension Scores of Sixth Graders in 13 Pilot and 30 Non-Pilot Intermediate Schools								
Group	No. of Schools	No. Pupils	October 1966 Test		April 1967 Test		Difference	
			Mean	S.D.	No. Pupils	Mean	S.D.	April-Oct.
Pilot	13	4283	5.8	2.4	4090	6.2	2.5	+ .4
Non-pilot	30	10734	5.1	2.0	10324	5.4	2.1	+ .3
Grade Norms			6.1			6.7		

Table 8 indicates that on the October test, sixth grade pupils in the thirteen pilot schools achieved a mean reading comprehension score of 5.8 whereas the pupils in the non-pilot schools averaged 5.1. These scores were four months below the grade norm for the pilot pupils and one year below for the non-pilot sixth graders.

On the April test, the pilot pupils achieved 6.2 indicating a gain of four months in the six month period between the two tests. The non-pilot pupils, achieved 5.4, indicating a gain of three months. As a result, the April testing found pilot pupils five months below the April grade norm and non-pilot pupils one year and three months below the norm.

A separate analysis of gains in reading comprehension by individual pilot and non-pilot schools, was also made.¹ Among the thirteen pilot schools on the October test, the mean scores ranged from 4.3 to 7.7 with five schools scoring above the grade norm of 6.1. Among the thirty non-pilot schools the range also was from 4.3 to 7.7; however, only five out of the thirty schools were at or above the October grade norm.

By April, the mean reading scores of the pilot schools ranged from 4.9 to 8.2 with five at or above the grade norm, the same five schools that had exceeded the October norm. For the non-pilot schools, the range was from 4.6 to 8.2 in April, again with the same five schools that were at or above the October norm exceeding the April norm.

¹These data for individual pilot and non-pilot schools are found in Appendix A15.

Actually, only two pilot schools and two non-pilot schools gained six months or more from the October to April tests.

C. 2. Reading Achievement Among Matched Pilot, Nonpilot and Elementary Schools Sixth Grade Pupils

The preliminary survey suggested a more rigorous analysis of reading achievement. Admittedly there are many factors that may influence achievement in reading. In order to determine if the intermediate school program did in fact improve academic achievement as measured by gains in reading comprehension, six pilot schools were matched with six non-pilot schools and six elementary schools having sixth grade classes. Schools were matched on a one to one basis, using ethnic composition and socioeconomic level as criteria.² It was felt that by attempting to hold the ethnic and socioeconomic factor constant, the effects of the program could be more accurately measured.

A summary of the ethnic composition of the matched sixth grade groups in the six pilot, non-pilot and elementary schools as the result of matching is given in Table 9.

Table 9

Ethnic Composition of Matched Pilot, Non-pilot and Elementary Schools for the Sixth Grade

<u>School</u>	<u>Number of Pupils</u>	<u>Puerto Rican</u>	<u>Ethnic Composition (%)</u>	
			<u>Negro</u>	<u>Other</u>
Pilot	2285	20.4	39.1	40.5
Non-pilot	2063	22.4	36.1	41.5
Elementary	813	24.1	42.2	33.7

²The selections were made with the assistance of districts superintendents and their staff. Wherever possible, the pilot and non-pilot elementary schools were in the same or comparable districts, or as close to one another as possible. The cooperation of the Central Zoning unit of the Board of Education was also enlisted in securing the best possible choices in ethnic and socioeconomic comparability for ethnic composition of individual schools (see Appendix A14).

From Table 9, it is evident that the sixth grade pilot and non-pilot schools included in this analysis were fairly well matched ethnically. The differences were slight; the pilot schools had 2 per cent less Puerto Rican, 3 per cent more Negro and 1 per cent less other. It was much more difficult to find ethnically comparable elementary schools with sixth grade. As compared to the pilot schools, the elementary schools had 4 per cent more Puerto Rican, 3 per cent less Negro and 7 per cent less other. This represented the best possible match under the circumstances due to the limited number of available elementary schools with sixth grades.

Findings

The reading scores of sixth grade pupils in the six matched pilot, non-pilot and elementary schools were compared; the results of this analysis are summarized in Table 10.

Table 10

Sixth Grade Mean Reading Scores in 6 Matched Pilot, Non-pilot and Elementary Schools

School	October 1966 Test			April 1967 Test			Differences April - Oct.
	No.	Mean	S.D.	No.	Mean	S.D.	
Pilot	2117	5.6	2.25	2012	6.0	2.38	+.4
Non-pilot	1914	5.5	2.21	1798	5.9	2.38	+.4
Elementary	779	5.3	2.01	772	5.8	2.06	+.5

Table 10 reveals that, on the October test, there was a one month difference in mean reading score between the pilot and nonpilot sixth grade pupils, (5.6 as compared to 5.5). This difference was not statistically significant. The elementary school sixth graders were at 5.3 in October, which was significantly lower than the pilot and the non-pilot mean scores. All three groups were below the grade norm of 6.1 by 5, 6 and 8 months respectively.

The April scores averaged 6.0 for the pilot pupils, 5.9 for the non-pilot sixth graders and 5.8 for the elementary school pupils. The difference between the April pilot and non-pilot reading scores was not statistically significant nor was the difference between the non-pilot and elementary school mean scores. However, the mean elementary school score was significantly lower than that of the pilot school group.

The gains registered by the three groups between the October and April tests were very similar. The pilot and non-pilot groups gained four months and the elementary school group five months. This was less than the six month gain which might be expected in the six month testing interval.

D. Discussion

There appeared to be no differences in reading achievement among sixth graders in the pilot as compared to the non-pilot schools. In fact, when ethnically and socioeconomically matched groups were compared, gains were identical. The differences that distinguish pilot from non-pilot schools do not appear to influence the reading achievement of sixth grade pupils. The performance of the matched sixth graders in the elementary schools was not too unlike that of their classmates in the pilot and non-pilot intermediate schools.

Perhaps it is unrealistic to expect perceptible gains in reading during the first year of an experimental program at the sixth grade level. However, these data should prove useful as benchmarks in a longitudinal study of reading achievement in the intermediate school program. Such a study might provide answers to many of the unresolved problems related to reading achievement.

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CHAPTER VIII

SUMMARY AND RECOMMENDATIONS

Introduction

A summary of the evaluation of the pilot intermediate school project requires, as a frame of reference, an appreciation and understanding of the factors leading up to its establishment, its objectives, the circumstances under which it was created, and the fact that this was its first year as an educational experiment. Chapter I outlines all of these factors in detail.

The present study represented an effort to evaluate this program as it was introduced and developed in the 14 pilot intermediate schools. Its aim was to determine progress in implementing the objectives of the program as set forth by the Board of Education in its proposals. The focus was progress and movement toward aims and objectives rather than achievement and accomplishment. One purpose of the evaluation team was to provide data which would be of assistance in helping the schools move toward the realization of objectives.

Findings

Assessment by School Principals, in Initial Survey

Principals cited the following factors as their major difficulties in the implementation of objectives: (in order of frequency)

1. Lack of qualified, experienced and well-trained teachers.
2. High teacher mobility.
3. Overcrowded and inadequate school facilities.
4. Static ethnic patterns.
5. High pupil transiency.

There are no readily apparent solutions for some of the difficulties cited above, i.e., high pupil transiency. However, additional monies for teacher training and school building programs could alleviate some of the difficulties cited. In addition, more time is needed, since the newness of the program itself, both in form and content, must be considered a significant source of problems.

School Personnel

In the initial school survey, principals reported shortages of department chairmen, specialists, service personnel, and experienced teachers qualified to teach the new intermediate school curriculum. Most urgently needed were: 1) personnel for medical and dental services; 2) social workers; 3) school psychologists; 4) speech teachers; 5) attendance teacher; 6) human relations coordinators; and 7) Non-English coordinators. Despite administrative efforts, the shortage of experienced teachers persisted and was aggravated by high teacher mobility and the replacement of experienced teachers by new, less experienced ones. It appears that the pilot schools are not exempt from the teacher recruitment problem plaguing the entire New York City school system. Although the 15 to 1 pupil-professional ratio was realized, shortages in specific areas were experienced.

School Physical Facilities

It is unfortunately true that most of the older pilot schools are located in converted junior high school buildings which are inadequate to provide the physical facilities required by the intermediate school program.

There is a lack of proper rooms for out-of-class teacher activities, team teaching, guidance, administration offices, audio-visual activities and science.

Although the newly constructed schools were more satisfactory, even they had deficiencies. Few, if any, solutions could be found except to make fuller use of auditoriums, gymnasiums, and libraries for teaching purposes.

Recommended changes included building alterations, inserting sliding door panels, partitioning large rooms, and others. Overcrowding was at the basis of many problems.

Pilot School Structure

The pilot schools, in varying degrees, are operating according to the intermediate school organization proposed by the Board of Education. They have either a 6-7-8 or 5-6-7 grade structure; all but one have divided the sixth grade into subschools, each subschool containing a cross section of the total school population. Grouping policy was somewhat varied among the schools. However, ability or homogeneous grouping was most frequent in Mathematics, and Language Arts; heterogeneous groups were found largely in Foreign Language, Typing, and Social Studies. For the typical sixth grader about two-thirds of his classes are heterogeneously grouped, and one-third are homogeneously grouped.

Team-teaching has been introduced in half of the schools. Progress is slow, due primarily to teachers' lack of experience and inadequacy of physical facilities. It has been used most often in Social Studies and Language Arts.

Sixth Grade Organization

A questionnaire was distributed, in April 1967, to assistants-to-principal, assigned to supervise the newly admitted sixth grade in the pilot intermediate schools. In their assessment of departmentalization, some assistants to principal indicated that movement of children from class to class and adjustment of class periods to meet the shorter attention span of younger children presented problems. (It might be noted here that when pupils were asked their opinions of departmentalization, nine out of ten preferred it to the customary elementary school practice.) In their assessment of the inclusion of the sixth grade in the intermediate school, reactions of assistants-to-principal ranged from enthusiastic acceptance to firm resistance, with several indicating a desire to defer judgment at this time.

In itemizing problems met by teachers, the assistants-to-principal cited the need to adjust expectations and methods to younger children. Some mentioned the large number of pupils with whom each teacher had to relate as a concomitant of departmentalization. Several indicated a definite need for more teacher training.

General school problems cited by assistants to principal included lack of space, materials, and facilities for many types of activities; the long distances traveled by some pupils; and the need to convince teachers and parents of the advantages of the intermediate school program.

In response to questions concerning contemplated changes, there were varied plans for restructuring activities, in order to modify class

groupings in some areas, to seek more homogeneity in areas which are presently heterogeneously grouped (social studies, science and foreign languages) and to afford pupils longer periods with one teacher where possible.

School Services

An intensive study was made of the role of the guidance counselors, school social workers and school psychologists. Guidance functions were examined in all the pilot schools, and social work and psychological services were assessed in the six selected schools.

It was found that over 90 per cent of the counselors attended the in-service training sessions in group processes sponsored by the Board of Education. The sessions were rated "good to fair" by all but four, who thought they were "poor."

Counselors reported that they gave most of their time to problems centering around "pupil self-image," "not working to capacity," "peer relationships," "feelings of inadequacy and failure," and "problems with teachers." "Earning and spending money" and "sex problems" were given the least amount of attention. It might be anticipated that the introduction of the new program of sex education may be reflected in the problems or questions presented to guidance counselors.

School social workers were assigned to schools two days per week. It was found that they required more time to work in depth with school personnel and community groups.

School psychologists were also on a part-time basis of two days per week in a school. They indicated the need for additional time to conduct conferences and seminars with parents, teachers and community groups.

Intermediate School Curriculum

The teachers experienced greater success in the new curriculum areas of typewriting and foreign languages than in urban living. In the first two areas, a highly structured curriculum and the factors of teacher training and experience seemed to be related to this success. Urban living was taught mainly by home economics and industrial arts teachers, and there was evident confusion regarding goals, subject matter, and the issue of which teachers should be sharing the responsibility of implementation. Curriculum restructuring is indicated, here, in order to eliminate these confusions.

Despite the apparent difficulties concomitant to a new program, pupils, teachers, and parents seemed to react enthusiastically to the introduction of these new areas into the intermediate school curriculum.

Desegregation and Integration

Criticism of feeder-school patterns may be directed at those presently segregated intermediate schools where neighborhood segregation seems to perpetuate the static ethnic distribution of both the intermediate school and the feeder schools from which it received its pupils. No viable solutions have been offered, as yet, to alleviate this situation.

However, the comparison of the ethnic distribution in intermediate schools and in their respective feeder schools did reveal that, in the majority of cases, the intermediate schools offered the sixth grade pupils a more desegregated situation than they would have experienced had they remained in the elementary schools.

With respect to class groupings, it is generally accepted that the

homogeneous or ability grouping procedure found in language arts and mathematics, tends to increase segregation among classes. The heterogeneous groupings in other subject areas tend, generally, to create more desegregated classroom situations.

In the section on grade organization, Chapter III, D-6, summarizing contemplated organizational changes, responses of administrators and teachers indicated a trend towards greater homogeneity in class groupings. Since furthering integration is a basic objective of the intermediate school program, any plans for the extension of homogeneous groupings must be approached with great caution. Newer techniques, facilities and programs should enable the teacher to meet children's needs at varying ability levels without the need for extending homogeneous groupings, i.e., team-teaching, programmed instruction, provision of teacher assistants, small subgroups for skill development, non-graded programs, and so forth. A continuing emphasis on heterogeneous grouping is more appropriate to our urban society and to the intermediate school objective of furthering integration.

Reactions of Sixth Grade Pupils and Parents to the Intermediate School Program

Pupils' favorable reactions were indicated by the fact that three out of four preferred the intermediate school program and almost nine out of ten thought the departmental program preferable to remaining in one class all day. Almost two-thirds felt they had improved scholastically in their new school, with only about 12 per cent feeling pessimistic as to school progress.

It was rewarding to note that two of the newly introduced subjects, typing and foreign languages, were selected among their favorite activi-

ties; and surprising to find that these, as well as other subject areas, took precedence in their choices, over such periods as playground, lunch, and clubs.

Rather realistically, the pupils assessed reading and mathematics as the subjects in which they needed most improvement. The sixth graders' overall impression of the first year in the intermediate school was generally satisfactory and hopeful.

The parents' responses indicated that about three-quarters of their number felt their youngsters were doing better in the new school. The parents agreed with their children in assessing reading and mathematics as the areas in which most help seemed needed. About 90 per cent of them had visited the school; some indicated having made several visits. Most of the parents (85 per cent) felt the teachers were interested in their children and 90 per cent said that their youngsters liked coming to school.

A relatively small percentage of the parents revealed lack of information or interest by answering questions with a "do not know" response. Most responses indicated awareness of, and definite reaction to, the new experiences in which their children **were** involved. In general, the tenor of their responses was positive, indicating interest in their children's activities and a desire to be informed as to progress.

The reservoir of apparent awareness, interest, and desire for knowledge on the part of parents seems to have been inadequately tapped by the intermediate schools, as indicated in the administrators' summary of parent-community involvement in the intermediate school. Just as the role of the intermediate school seems to be one of charting new paths in school organization and curriculum, so is it incumbent upon it to seek

new vehicles for greater parent-community involvement and interaction with the school.

Pupil Performance

Metropolitan Reading tests were administered to sixth grade students in October 1966 and in April 1967. Sixth grade classes in six pilot intermediate schools were compared with sixth grade classes in six ethnically and socioeconomically comparable non-pilot schools. There appeared to be no differences in reading achievement between sixth graders in the pilot and the non-pilot schools. Both groups gained four months during this six month period.

The overall comparison between the pilot and non-pilot schools did not show any significant differences in class size, ratio of pupils to professionals, attendance, and percentages of teachers with at least three years of experience. The lack of significant differences in reading achievement between sixth graders in the pilot and the non-pilot schools should therefore not be too surprising.

The factors that did differentiate the pilot schools were the new subject areas in the sixth grade curriculum, the slightly less segregated classes, the higher percentage of regular teachers, and the pre-service and in-service teacher training that was offered. The assumption that these advantages accruing to the pilot schools would lead to improvement in reading is not borne out by the findings.

It would appear that the differences which distinguish pilot from non-pilot schools do not influence the reading achievement of sixth grade pupils. It may be that it is unrealistic to expect to find perceptible gains in reading level at such an early stage of an experimental program. A more valid study of reading gains requires continued assessment, over a longer period of time.

RECOMMENDATIONS

As one reviews the findings based on the reactions of school personnel, parents, and pupils, and the observations made by the evaluators of the schools in operation, it appears that some of the problems confronting the schools are the "growing pains" associated with the birth of a new educational idea. Others are more basic and are citywide problems confronting the entire educational system.

The recommendations which follow are derived from many sources - administrators, supervisors, service personnel, classroom teachers, pupils and parents. Some may already be part of future planning and others are suggestions which may be worthy of such consideration. In any event, these recommendations, based on the initial experiences with the program, may be helpful in strengthening the intermediate school program.

Objectives of the Intermediate School Program

There is need for another "look" at objectives in the light of the first year's experiences with the program. Some objectives require more precise definitions and shift in direction and emphasis. The reappraisal should also consider the changes in the social and educational scene since the initial formulation of these objectives. School administrators should be consulted in the refining and articulating of these objectives so they may identify with and feel more closely involved in their realization.

School Organization

The blueprint of organization for the intermediate schools with its grade structure, subschools, departmentalization, and groupings is ready for review and reevaluation at this point. Although evidence indicates that the inclusion of grade six in the intermediate school organization is generally looked upon favorably by personnel, pupils and parents; its extension down to grade five may require deferment, and a reconsideration of the appropriateness of departmentalized programs at the fifth grade level may be indicated.

The problem of homogeneous and heterogeneous groupings is a controversial issue. There is little "hard data" to defend either as "the superior method." However, in the public schools of our pluralistic dynamic society, heterogeneous grouping seems more appropriate. To maintain and extend this heterogeneity, more support of the classroom teacher should be forthcoming.

Personnel

The strength and weakness of the program rests, to a considerable degree, on staffing. The intermediate school program requires specific teacher education which is currently lacking or in very short supply. A teacher-training program both at the college and in-service level must be inaugurated immediately. Joint planning with the metropolitan universities, the schools, the Board of Education, classroom teachers, and particularly guidance and remediation specialists, is indicated.

School Facilities

More attention should be given to the physical plant before and

after instituting the program in a school. Overcrowding, lack of space and rooms for special classes as well as for administrative and service functions tend to vitiate the best efforts of the personnel to achieve the objectives of the program.

If the pilot schools are to serve as educational laboratories to develop a more effective program for teaching the educationally disadvantaged, then the schools should be provided with the physical conditions which help and do not limit or hinder the program. Administrators and staff of pilot schools should be consulted in the planning stages, prior to the construction of new intermediate schools.

School Services

The health services available to the schools - medical, dental, and nursing - appear to be inadequate. Vigorous and direct requests to the Department of Health for such services are needed.

The implementation of sex education programs suggests the need for in-service and university teacher training cooperation.

Curriculum

The enthusiasm of school personnel for the "new" intermediate school curriculum should be examined and evaluated in the light of the experiences with it. The skill subjects, Typing and Foreign Language, appear to be more successful than the less structured curriculum in Urban Living. This latter curriculum needs further study as it applies to the intermediate School. Provision should be made for continuous curriculum construction and evaluation

Desegregation and Integration

The efforts of the Board of Education to promote better ethnic balance in the intermediate schools by establishing new feeder patterns and by locating new schools in or near neighborhoods of multi-ethnic composition has been moderately successful. These efforts, it appears, should be continued and intensified.

Schools with a diverse ethnic population are promoting desegregation by heterogeneous groupings in many subject matter classes, the exception being in Language Arts and Mathematics. To maintain and extend this kind of grouping, it is generally agreed by school personnel that supportive measures are required - remediation, individualized instruction, and the like. Planning and funding to this end seems appropriate.

As far as integration is concerned, observations indicate that too much is left to chance within the school and the classroom. There is obvious need for school experiences and activities, consciously and deliberately devised to promote integration in all aspects of school life.

Parent and Community

Communication between parents, community, and schools represents a crucial and sensitive issue. There is urgent need to open and maintain lines of communication between schools, parents, and community. The schools must assume the initiative and leadership in this connection. The careful study of ways and means for establishing rapport with the parents should become an integral function of the school. Some schools have been more successful than others in gaining the confidence and

cooperation of the parents and the community.

Additional administrative personnel should be allotted to each school and charged with the primary responsibility of planning and promoting school parent-community interaction. This would serve the dual purpose of channeling parent potential into roles which might fill school deficiencies, and offering parents significant involvement in school life.

Further Research

This evaluation cannot be considered more than the first step in a longitudinal study. The findings are, in many instances, benchmarks for future comparisons. This is particularly true in the area of reading. The reading scores for October 1967 and April 1968, which are used in this report, represent only a fraction of the total picture for the school year. The utilization of test scores obtained in October, 1968 would be required in order to obtain a more reliable assessment of gains made during the entire 1967-68 school year.

Almost every aspect of school life assessed, suggests follow-up studies - integration and desegregation, organization, curriculum, academic achievement, and the reactions of school personnel, pupils and parents. Many in-depth assessments are also indicated.

Reading Achievement

The reading performance of sixth graders in the pilot intermediate schools was not significantly different from that of sixth graders in comparable non-pilot schools. They were six months behind the grade norm at the beginning of the school year and, because they failed to

make normal progress, they were even more retarded in reading by the end of the school year. As far as reading achievement was concerned, there was no advantage for a sixth grader in a pilot school.

It was seriously questioned by the evaluators whether it was realistic to have anticipated any gain in reading achievement in the pilot schools. This expectation was postulated on the generally accepted assumption that an improved school milieu will be reflected in an improvement in total academic performance, and therefore in reading.

In the case of the intermediate schools, particularly, it is felt that acceptance of this assumption without qualification is a kind of educational wishful thinking. The very fact that there was a redirection of curricular emphasis, including the introduction of three new subjects to the curriculum, with a possible concomitant loss of time and emphasis on remediation and drill in other areas, must be considered realistically in our achievement expectations. Perhaps a more realistic approach to the improvement of reading is to make this a specific and conscious goal of the program and to implement it with definite measures toward the realization of this objective.

Summary and Evaluation

The intermediate school program appears to have been launched with some success. The administrators, teachers, pupils and parents reacted favorably to the plan. The basic organizational format has been established to a considerable extent. Many of the weaknesses revealed were not indigenous to the program, itself, but system-wide. The new curriculum, with some exceptions, is moving in the desired direction and is in general, enthusiastically received. Integration and desegre-

gation efforts are making small but important gains. Academic achievement will best be evaluated by longitudinal studies.

There is every indication that in the coming school year, 1967-68, the intermediate school program will continue progress towards its objectives, provided that it receives the necessary financial, educational and moral support.

APPENDIX A

PILOT INTERMEDIATE SCHOOLS 1966-67

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PILOT INTERMEDIATE SCHOOLS - 1966-67

<u>School</u>	<u>Grade Organ- ization</u>	<u>School Register</u>	<u>Ethnic P.R.</u>	<u>Percentages</u>		<u>Location</u>
				<u>N</u>	<u>O</u>	
2B - SS ^a	6,7,8	1320	31.9	23.2	44.9	Lower Cent. Pk. West - M
*24S - SS	6,7,8,9	1214	35.8	16.1	48.1	Chelsea - M
9T - SS	6,7,8	1487	1.6	98.1	0.3	Cent. Harlem - M
4Y - SS	6,7,8	1493	65.0	32.7	2.3	East Harlem - M
*12U - SS	5,6,7	631	23.8	74.8	1.4	East Harlem - M
*14D - SS	5,6,7	1097	37.8	28.4	33.3	Clausen Point - Bx.
15C - SS	6,7,8	1548	69.4	22.2	8.4	Williamsburg - Bklyn.
8Z	6,7,8	1536	23.8	36.7	39.5	E. New York - Bklyn.
7H	6,7,8	1754	5.6	36.0	58.4	Flatbush - Bklyn.
10P - SS	7,8	1489	1.0	72.7	26.3	S. Jamaica - Queens
6L	6,7,8	1567	2.7	50.4	46.9	Springfield Gardens - Q
*18E	6,7,8	1766	9.5	17.6	72.9	Sherwood Gardens - Q
21G - SS	6,7,8	983	13.9	19.2	66.9	Astoria - Q
17J	6,7,8	1473	2.2	21.5	76.3	Corona - Q
TOTAL		19,358	22.5	38.4	39.1	

a. SS refers to Special Service

* new schools - opened in 1966

Note: Ethnic data are based on the school reports submitted to the Board of Education for the October 30, 1966 Ethnic Census.

ETHNIC COMPOSITION OF SIXTH GRADE CLASSES

IN PILOT INTERMEDIATE SCHOOLS*

October 31, 1966

<u>School</u>	<u>Total Sixth Grade Popu- lation</u>	<u>Ethnic Composition</u>			<u>Percentages</u>		
		<u>P.R.</u>	<u>N</u>	<u>O</u>	<u>P.R.</u>	<u>N</u>	<u>O</u>
2B	422	136	95	191	32.2	22.5	45.3
9T	416	6	409	1	1.5	98.3	0.2
4Y	309	175	133	1	56.6	43.1	0.3
12U	175	40	132	3	22.9	75.4	1.7
24S	319	101	50	168	31.7	15.7	52.6
14D	281	80	79	122	28.5	28.1	43.4
15C	330	233	65	32	70.6	19.7	9.7
8Z	310	93	111	106	30.0	35.8	34.2
10P	No sixth grade						
6L	247	11	107	129	4.5	43.3	52.2
18E	701	42	123	536	6.0	17.5	76.5
21G	335	59	60	216	17.6	17.9	64.5
17J	337	8	43	286	2.4	12.7	84.9
7H	445	28	220	197	6.3	49.4	44.3
TOTAL	4627	1012	1627	1988	21.9	35.2	42.9

* Data are based on school reports submitted to Board of Education for the October 30, 1966 Ethnic Census.

RATIO OF PUPILS TO PROFESSIONAL STAFF MEMBERS
IN THE PILOT INTERMEDIATE SCHOOLS

<u>School</u>	<u>Number of Students</u>	<u>Number of Professionals</u>	<u>Ratio</u>
2B	1295	92	14.1
9T	1434	110	13.0
4Y	1407	113	12.5
*12U	579	56	10.3
*24S	1177	88	13.4
*14D	1061	75	14.1
15C	1494	123	12.1
8Z	1485	103	14.4
7H	1754	100	17.5
10P	1474	112	13.2
6L	1549	101	15.3
*18E	1746	116	15.1
21G	983	80	12.3
17J	1473	89	16.6
<hr/> TOTAL	<hr/> 18,911	<hr/> 1358	<hr/> 13.9

* new schools

Note: These data were based on the October 31, 1966 survey and were provided by the Junior High School Office of the Board of Education. Professionals include regular teachers, career guidance and special guidance teachers, quota positions, corrective reading, dean of guidance, Higher Horizons coordinator, N.E. coordinator, Open Enrollment coordinator, Foreign Language coordinator, Math coordinator, Music coordinator, Teacher Training coordinator, Home economics, Industrial arts, Librarian, Swimming teacher, Laboratory assistant, Principal, Assistant to Principal, Chairmen, and A.V. teacher.

PERCENTAGES OF REGULAR TEACHERS AND THOSE WITH
FOUR OR MORE YEARS OF TEACHING IN THE
PILOT INTERMEDIATE SCHOOLS

<u>School</u>	<u>Total Number</u>	<u>Number of Regular</u>	<u>Number of Sub- stitutes</u>	<u>Per Cent of Regular</u>	<u>Years of Service</u>		<u>Per Cent</u>
					<u>1 - 3</u>	<u>3 plus</u>	<u>3 plus</u>
*24S	85	42	43	49.4	38	47	55.3
4Y	106	66	40	62.3	35	71	67.0
*12U	54	36	18	66.7	19	35	64.8
2B	94	51	43	54.3	36	58	61.7
9T	109	58	51	53.2	39	70	64.2
*14D	69	51	18	73.9	25	44	63.8
15C	115	56	49	57.4	40	75	65.2
7H	92	50	42	54.3	38	54	58.7
8Z	98	44	54	44.9	52	46	46.9
17J	84	49	35	58.3	29	55	65.5
21G	73	48	25	65.8	21	52	71.2
*18E	103	79	24	76.7	56	47	45.6
10P	108	61	47	56.5	44	64	59.3
6L	98	68	30	69.4	30	68	69.4
TOTALS	1288	769	519	59.7	502	786	61.0

* new schools

Note: These data were obtained from the Bureau of Educational Program Research and Statistics of the New York City Board of Education.

CHANGES IN ETHNIC COMPOSITION OF PILOT INTERMEDIATE SCHOOLS

1962 to 1966

School		Per Cent 1962	Changes in Percentages				Total Change 1962-1965
			1963	1964	1965	1966	
2B	PR	36.1	-4.4	0.5	-2.8	2.5	-4.2
	N	19.3	0.6	-2.7	6.9	-0.9	3.9
	O	44.6	3.8	2.2	-4.1	-1.6	0.3
9T	PR	1.5	-0.2	0.3	0.2	-0.2	0.1
	N	96.7	1.7	-0.1	-1.0	0.8	1.4
	O	1.8	-1.5	-0.2	0.8	-0.6	-1.5
4Y	PR	61.9	-1.2	2.3	0.0	2.0	3.1
	N	30.3	0.4	-1.5	2.6	0.9	2.4
	O	7.8	0.8	-0.8	-2.6	-2.9	-5.5
15C	PR	60.2	1.0	-6.0	9.8	3.5	9.2
	N	24.2	1.2	12.5	-13.4	-2.3	-2.0
	O	15.6	-3.1	-6.5	3.6	-1.2	-7.2
7H	PR	4.3	0.5	-0.3	-0.8	1.9	1.3
	N	14.6	2.7	4.6	3.0	11.1	21.4
	O	81.1	-3.2	-4.3	-2.2	-13.0	-22.7
6L	PR	1.0	0.2	-0.2	3.3	-1.6	1.7
	N	42.0	-2.9	0	10.3	1.0	8.4
	O	57.0	2.7	0.2	-13.6	6.0	-10.1
21G	PR	9.7	0.9	1.2	1.5	0.6	4.2
	N	19.2	-1.6	-1.0	0.8	1.8	0.0
	O	71.1	0.7	-0.2	-2.3	-2.4	-4.2
17J	PR	1.6	0.1	-0.7	1.1	0.4	0.9
	N	6.5	-0.1	1.8	7.1	5.9	14.7
	O	91.9	0	-1.1	-8.2	-6.3	-15.6
*10P	PR		3.6	-2.0	0.6	-1.2	-2.6
	N		92.3	-7.2	-14.5	2.1	-19.6
	O		4.1	9.2	13.9	-0.9	22.2
TOTAL	PR	20.5				21.6	1.1
	N	38.5				42.6	4.1
	O	41.0				35.8	5.2

* I.S. 10P did not open until 1963.

COMPARISON OF DESEGREGATION IN RECEIVING PILOT INTERMEDIATE
SCHOOLS AND FEEDER ELEMENTARY SCHOOLS

Key: Significantly more desegregation ++
 More desegregation +
 Less desegregation -
 No change-segregated O
 No reply n.r.
 None sent-no sixth grade n.s.

I.S. - 14DFeeders

A +
 B ++
 C ++
 D n.s.
 E +

I.S. - 6LFeeders

A ++
 B n.s.
 C ++
 D ++
 E ++
 F ++

I.S. - 21GFeeders

A *
 B -
 C n.r.

I.S. - 17JFeeders

A O
 B -
 C +
 D n.r.

I.S. - 18EFeeders

A O
 B +
 C +
 D +
 E O
 F n.r.

I.S. - 24SFeeders

A +
 B -
 C n.r.

I.S. - 9TFeeders

A O
 B O
 C O
 D O
 E O
 F O
 G n.r.
 H n.r.

I.S. - 12UFeeders

A -
 B O
 C O
 D n.r.
 E n.r.

I.S. - 4YFeeders

A O
 B O
 C O
 D -
 E O
 F -
 G n.r.

I.S. - 2BFeeders

A ++
 B ++
 C ++
 D ++

I.S. - 7HFeeders

A ++
 B +++
 C ++
 D n.s.
 E n.r.

I.S. - 15CFeeders

A -
 B -
 C n.s.
 D n.s.
 E n.s.
 F n.r.




I.S. - 8ZFeeders

A +
 B ++
 C ++
 D +
 E ++

* No records due to fire.

THE ETHNIC DISTRIBUTION OF FIFTH GRADES IN FEEDER SCHOOLS IN RELATION
TO ETHNIC DISTRIBUTION OF RECEIVING INTERMEDIATE SCHOOLS

Key: one half inch = 16 2/3%

Puerto Rican 
Negro 
Other 

I.S. 2 B:



I.S. 12 U:



Feeder Schools:

A

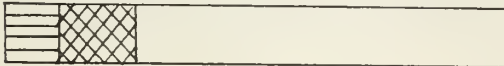


Feeder Schools:

A

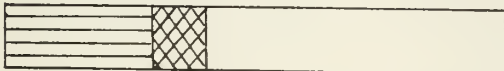


B



*B

C



C






D



* K - 4th grade only

THE ETHNIC DISTRIBUTION OF FIFTH GRADES IN FEEDER SCHOOLS IN RELATION
TO ETHNIC DISTRIBUTION OF RECEIVING INTERMEDIATE SCHOOLS

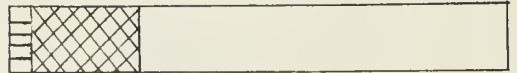
Key: one half inch = 16 $\frac{2}{3}$ %

Puerto Rican 
Negro 
Other 

I.S. 18 E:



I.S. 21 G:



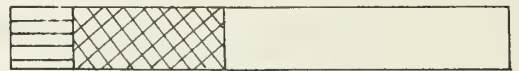
Feeder Schools:

A

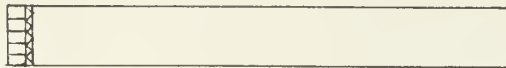


Feeder School:

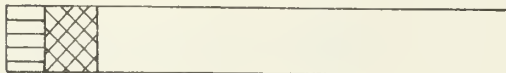
A



B



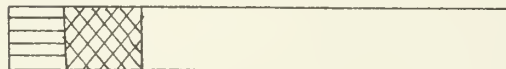
C



D






E



THE ETHNIC DISTRIBUTION OF FIFTH GRADES IN FEEDER SCHOOLS IN RELATION
TO ETHNIC DISTRIBUTION OF RECEIVING INTERMEDIATE SCHOOLS

Key: one half inch = 16 2/3%

Puerto Rican 
Negro 
Other 

I.S. 9 T:



I.S. 4 Y:



Feeder Schools:

A



B



C



D



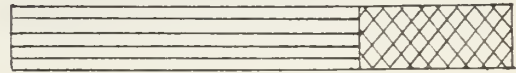
*E

F



Feeder Schools:

A



B



C



D



E






F



* sends only 7th grade

THE ETHNIC DISTRIBUTION OF FIFTH GRADES IN FEEDER SCHOOLS IN RELATION
TO ETHNIC DISTRIBUTION OF RECEIVING INTERMEDIATE SCHOOLS

Key: one half inch = 16 2/3%

Puerto Rican 
Negro 
Other 

I.S. 6 L:



I.S. 8 Z:



Feeder Schools:

A



Feeder Schools:

A



*B



B



C



C



D



D



E






E



* None sent in 1966 - above projection
for 1967

THE ETHNIC DISTRIBUTION OF FIFTH GRADES IN FEEDER SCHOOLS IN RELATION
TO ETHNIC DISTRIBUTION OF RECEIVING INTERMEDIATE SCHOOLS

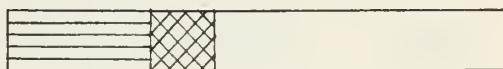
Key: one half inch = 16 2/3%

Puerto Rican 
Negro 
Other 

I.S. 14 D:



I.S. 24 S:



Feeder Schools:

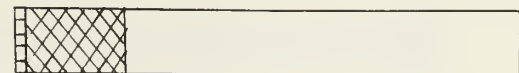
A



B



C



D



Feeder Schools:

A






B

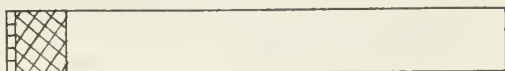


THE ETHNIC DISTRIBUTION OF FIFTH GRADES IN FEEDER SCHOOLS IN RELATION
TO ETHNIC DISTRIBUTION OF RECEIVING INTERMEDIATE SCHOOLS

Key: one half inch = 16 2/3%

Puerto Rican 
Negro 
Other 

I.S. 17 J:



I.S. 10 P:



Feeder Schools:

A



Feeder Schools:

A



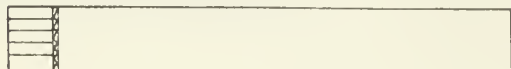
B



B



C






C

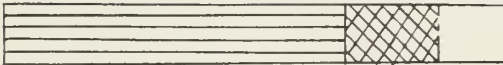


THE ETHNIC DISTRIBUTION OF FIFTH GRADES IN FEEDER SCHOOLS IN RELATION
TO ETHNIC DISTRIBUTION OF RECEIVING INTERMEDIATE SCHOOLS

Key: one half inch = 16 2/3%

Puerto Rican 
Negro 
Other 

I.S. 15 C:



I.S. 7 H:



Feeder Schools:

*A

Feeder Schools:

A



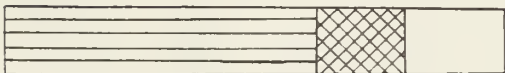
**B

B



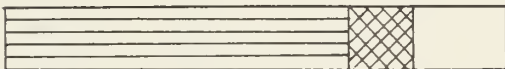
C

*C

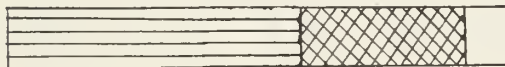


D

D



E



* K - 4th grade only

** sends only 7th grade

ETHNIC CENSUS - SELECTED SIXTH GRADES IN MATCHED PILOT, NONPILOT AND

ELEMENTARY SCHOOLS BY INDIVIDUAL SCHOOLS (October 1966)

PILOT					NONPILOT					ELEMENTARY				
Puerto					Puerto					Puerto				
School	Rican	Negro	Other	Total	School	Rican	Negro	Other	Total	School	Rican	Negro	Other	Total
9T	6 1.5%	409 98.3	1 .2	416	N 9T	3 1.0%	313 98.4	2 .6	318	E 9T	3 2.3%	126 97.7	0 0	129
14D	80 28.5%	79 28.1	122 43.4	281	N14D	140 27.5%	132 26.0	236 46.5	508	E14D	48 30.8%	39 25.0	69 44.2	156
15C	233 70.6%	65 19.7	32 9.7	330	N15C	209 68.3%	54 17.6	43 14.1	306	E15C	86 62.3%	26 18.8	26 18.8	138
8Z	93 30%	111 35.8	106 34.2	310	N 8Z	90 29.3%	67 21.8	150 48.9	307	E 8Z	54 27.8%	68 35.1	72 37.1	194
6L	11 4.5%	107 43.3	129 52.2	247	N 6L	4 1.5%	100 38.3	157 60.2	261	E 6L	3 3.1%	53 55.2	40 41.7	96
18E	42 6.0%	123 17.5	536 76.5	701	N18E	17 4.7%	77 21.2	269 74.1	363	E18E	2 2.0%	31 31	67 67	100
TOTAL:	465 20.4%	894 39.1	926 40.5	2285		463 22.4%	743 36.0	857 41.6	2063		196 24.1%	343 42.2	274 33.7	813

SIXTH GRADE MEAN READING COMPREHENSION GRADE EQUIVALENTS

BY INDIVIDUAL SCHOOLS FOR OCTOBER 1966 AND APRIL 1967

Nonpilot Schools

<u>School</u>	<u>10/66</u>	<u>4/67</u>	<u>Gain</u>
1	4.8	5.0	+.2
2	4.5	4.7	+.2
3	4.4	5.2	+.8
4	4.3	4.6	+.3
5	4.3	4.6	+.3
6	4.5	4.8	+.3
7	5.2	5.3	+.1
8	4.7	4.9	+.2
9	5.8	6.2	+.4
10	4.5	4.7	+.2
11	4.5	4.7	+.2
12	4.6	4.9	+.3
13	4.4	4.6	+.2
14	4.7	5.2	+.5
15	4.9	5.1	+.3
16	4.7	5.0	+.3
17	4.6	5.4	+.8
18	4.5	4.7	+.2
19	4.9	5.0	+.1
20	4.6	4.8	+.2
21	4.8	4.9	+.1
22	5.0	5.4	+.4
23	6.5	6.8	+.3
24	6.4	6.9	+.5
25	6.9	7.2	+.3
26	7.7	8.2	+.5
27	4.7	5.0	+.3
28	6.2	6.6	+.4
Total	5.14	5.45	+.31

Pilot Schools

<u>School</u>	<u>10/66</u>	<u>4/67</u>	<u>Gain</u>
2B	6.8	6.9	+.1
9T	4.7	5.1	+.4
24S	6.3	6.7	+.4
4Y	4.3	4.9	+.6
12U	5.1	5.3	+.2
14D	5.7	6.1	+.4
15C	5.0	5.4	+.4
8Z	5.0	5.3	+.3
7H	6.0	6.3	+.3
6L	6.8	7.0	+.2
18E	6.3	6.9	+.6
21G	5.2	5.7	+.5
17J	7.7	8.2	+.5
Total	5.80	6.22	+.42

Elementary Schools

<u>School</u>	<u>10/66</u>	<u>4/67</u>	<u>Gain</u>
E9T	5.3	6.1	+.8
E14D	5.6	6.2	+.6
E15C	4.5	5.3	+.8
E8Z	4.9	5.2	+.3
E6L	5.2	5.7	+.5
E18E	6.9	7.5	+.6
Total	5.30	6.30	+1.00

TABLE OF "t" VALUES
 DIFFERENCES IN MEAN READING COMPREHENSION GRADE EQUIVALENTS
 AMONG SIXTH GRADERS IN MATCHED PILOT, NONPILOT
 AND ELEMENTARY SCHOOLS

<u>Samples</u>	<u>October 1966</u>		<u>April 1967</u>	
	t	p	t	p
Pilot and Nonpilot	1.29	n.s.*	1.16	n.s.
Pilot and Elementary	3.67	< .01	2.19	< .05
Nonpilot and Elementary	2.70	< .01	1.10	n.s.

* n.s. = not statistically significant

APPENDIX A

Section II

ETHNIC COMPOSITION OF INTERMEDIATE SCHOOL PERSONNEL

An analysis was made of the ethnic composition of the Intermediate School staffs. Data were obtained by means of the School Survey Questionnaire in the Initial Study,¹ and the Questionnaire to School Administrators in the Follow Up Study.²

The following is a summary of the findings:

Teaching Personnel

The overall picture was that there were approximately 2 per cent Puerto Rican teachers, 16 per cent Negro teachers and 82 per cent white teachers in the fourteen pilot intermediate schools. There were seven schools that did not have any Puerto Rican teachers. The greatest proportion of Puerto Rican teachers was 9 per cent, and this was not the school with the largest Puerto-Rican population. Some Negro teachers were found in all of the fourteen schools, the percentages ranging from one per cent to fifty per cent. The three predominantly Negro schools had the highest percentages of Negro teachers. There were five schools in which 90 per cent or more of the teachers were white. In four of these five schools at least 50 per cent of the student body were white. Significantly, the most poorly represented ethnic group among the teachers were the Puerto Ricans.

1. See Appendix B6.
2. See Appendix B23.

Leadership Roles

A profile of the racial and ethnic composition of leadership roles in each pilot I.S. school was developed from the data collected.

TABLE 4

PROFILE OF ETHNIC COMPOSITION OF LEADERSHIP ROLES IN PILOT I.S. SCHOOLS

<u>Role</u>	<u>Puerto Rican</u>	<u>Negro</u>	<u>Other</u>
Principal	0	0	12
Acting Principal	0	1	0
Assistant Principal	2	3	18
Acting Assistant Principal	0	1	4
Department Heads*	0	7	17
Dean	0	2	13
Head Teachers or Grade Leaders	1	6	6
Head Secretary or Clerk	0	1	11
Head Custodial Engineer	1	0	13
Head of Lunchroom	0	9	5

* Respondents interpreted quantitative aspect of this item differently, so total figures may not be quite accurate.

These data indicate clearly that the status leadership (Principal, Assistant Principal) was overwhelmingly white. There was not one Negro or Puerto Rican regularly appointed principal. The one acting principal who was Negro replaced a white Principal, in the Spring of this year, in a racially explosive situation. Of the three Negro Assistant Principals, two were in desegregated situations and one in a segregated school. The two Puerto Rican Assistant Principals were in a segregated school.

The school having four Negro department heads was a (50-50 ratio) racially-ethnically balanced school. The two Negro Deans were assigned to segregated schools. Head teachers' and grade leaders' roles were filled so that there was a good racial-ethnic balance. Head secretaries with one exception (in a segregated school) were all white. Head custodial engineers, with the exception of one Puerto Rican in a segregated school, were all white. Heads of lunchrooms were predominantly Negro. With a very few exceptions, Puerto Rican leadership was not present.

APPENDIX B - INSTRUMENTS

PILOT INTERMEDIATE SCHOOLS 1966 - 1967

List of Instruments

	<u>Page</u>
<u>I Instruments for Initial Study</u>	
(a) Letters to Principals of Pilot Intermediate Schools Describing Initial Steps in the Evaluation	B1
(b) Letter to Principals on Immediate and Long Range Objectives of the I.S. Project	B2
(c) Principals Questionnaire on Objectives	B3
(d) School Survey (Staffing and Personnel, Facilities, Organization, Curriculum, Integration and Desegregation, Parents, Community, and Ethnic Census)	B4
 <u>II Instruments for Follow Up Study</u>	
(a) Letter to Principals on Follow Up Study	B18
(b) Questionnaire to School Administrators	B19
(c) Questionnaire for Assistants to Principal in Charge of Sixth Grade	B23
(d) Questionnaire for Sixth Grade Guidance Counselor	B26
(e) Questionnaire for School Psychologist	B28
(f) Questionnaire for School Social Worker	B30
(g) Questionnaire for Sixth Grade Teachers of Home Living or Urban Living	B32
(h) Questionnaire for Sixth Grade Teachers of Typewriting	B34
(i) Questionnaire for Sixth Grade Teachers of Foreign Language	B35
(j) Observation Schedule	B36

APPENDIX B (cont.)

	<u>Page</u>
<u>III Instruments for Feeder School Study</u>	
(a) Cover Letter to Principals	B38
(b) Questionnaire to Feeder Schools	B39
<u>IV Instruments for Parent and Pupil Reaction Study</u>	
(a) Cover Letter to Principals	B41
(b) Cover Letter to Sixth Grade Teachers	B42
(c) Questionnaire in Spanish for Parents of Sixth Grade Pupils	B43
(d) Questionnaire in English for Parents of Sixth Grade Pupils	B46
(e) Checklist for Sixth Grade Pupils	B49

APPENDIX B

Section I

<u>Instruments for Initial Study</u>	<u>Page</u>
(a) Letters to Principals of Pilot Intermediate Schools Describing Initial Steps in the Evaluation	B1
(b) Letter to Principals on Immediate and Long Range Objectives of the I.S. Project	B2
(c) Principals Questionnaire on Objectives	B3
(d) School Survey (Staffing and Personnel, Facilities, Organization, Curriculum, Integration and Desegregation, Parents, Community, and Ethnic Census)	B4

B1
Center For Urban Education
33 West 42nd Street
New York, N.Y. 10036

November 18, 1966

Intermediate School Evaluation

To: Principals of Pilot Intermediate Schools

Re: Initial Steps in the Evaluation of the Intermediate School Project

Ladies and Gentlemen:

On October 21, 1966 at a joint meeting of Board of Education representatives of the Intermediate School Project and staff members of the Center for Urban Education, guidelines for the evaluation of the fourteen pilot intermediate schools were discussed.

The first step in the evaluative process growing out of this meeting was the decision to obtain from the participating administrative personnel a statement of immediate and long-range objectives of the Project as they see it. These objectives will serve as guidelines in designing a plan for the evaluation of the Project.

A questionnaire has been drafted which is intended to structure and facilitate an interview with a sampling of the administrators charged with the responsibility for the Project. A few days after you receive this letter, a member of the evaluation team will contact you to arrange a mutually convenient time for an interview.

In addition, for the principals of the pilot school, there is a school survey checklist which attempts to collect data describing the status of the school at this time. It will be collected at the time of the interview. We would also like a short school profile that is a general description of the school as the principal sees it at present.

We look forward to working with you in this cooperative effort to produce the most effective evaluation. Thank you for your cooperation.

Edward Frankel

Evaluation Director

B2
Center for Urban Education
33 West 42nd Street
New York, N.Y. 10036

November 18, 1966

Intermediate School Evaluation

Evaluation Director: Dr. Edward Frankel

To: Principals of Pilot Intermediate Schools

Re: Immediate and Long-Range Objectives of the Intermediate School Project

The stated objectives of the Intermediate School Project are as follows:

- "a. to cultivate the abilities and encourage the self fulfillment of students.
- b. to maintain pupil motivation by providing course that are consistent with the pupil's ability, aptitude and needs.
- c. to achieve better ethnic distribution in the intermediate grades.
- d. to improve the quality of human relations among students by providing them with ethnically integrated schools and to improve pupil attitude especially in relation to self image and in relation to other pupils of different ethnic, racial, religious or social groups, and
- e. to improve academic achievement in relation to the rate of academic growth normally found among educationally deprived children in grades 5 through 8".

Recognizing that the fourteen pilot schools are participating in an educational experiment that was initiated only a few months ago in September 1966, the purpose of this initial phase of the evaluative efforts of the Center for Urban Education research team is to help clarify the immediate and the long-range objectives of the Project.

Will you please answer the questions which follow, but do not feel limited by them. They are merely suggestive of the general scope of the discussion of objectives. It is important that your responses be in terms of your role in this Project.

Edward Frankel
Edward Frankel
Evaluation Director

B?

Center For Urban Education
33 West 42nd Street
New York, N.Y. 10036

November 18, 1966

Intermediate School Evaluation

Evaluation Director: Dr. Edward Frankel

Objectives of Intermediate School Project

Name Position How long

Former Position How long

How long as educator in New York City

Interviewer

Date

You may answer the following questions in writing and supplement them in the interview.

Presumably, your responses will be formulated in terms of your position in the Board of Education and your role in formulating and developing this Project.

1. For the achievement of which objectives do you think the schools are best prepared? least prepared?
2. Which of the objectives do you think can be realized within the current school year? Which should be regarded as long-range objectives?
3. What difficulties are you experiencing or do you anticipate in realizing the objectives of the Project?
4. What suggestions would you offer to the evaluators in assessing the Project and what would you suggest to make a more effective evaluation?
5. Are there any other aspects of the objectives of the Project and their evaluation that you feel need consideration?

Center For Urban Education

33 West 42nd Street
New York, N.Y. 10036

November 18, 1966

Intermediate School Evaluation

School Survey

To: Principals of Pilot Intermediate Schools

Please complete the following:

Your name P.S. Boro Late
 Age of building How long an intermediate school
 How long as principal in this school elsewhere
 Other administrative position how long
 How long a classroom teacher counselor other position
 Teaching experience outside N.Y.C. position how long

Check List

The following is a check list which surveys various aspects of your school as it is at present. Its purpose is to determine the extent to which your school is prepared to achieve the objectives of the I.S. project and also to pinpoint the deficiencies or obstacles interfering with the execution of the program. This present status school survey will provide a useful frame of reference in our evaluative efforts.

Next to each item listed below, please write (A) adequate or (I) inadequate in the column headed Adequacy in number. If you wish, you may add a comment or explanation for the item in the column headed Comment. If an item is missing, add it under "Others".

I. <u>Staffing and Personnel</u>	<u>Adequacy</u> <u>in numbers</u>	<u>Comment</u>
1. Asst. Principal		
2. Classroom teachers		
3. Guidance counselors		
4. Remedial teachers		
5. Teachers for non- Eng. speaking pupils		
6. Human relations coord.		
7. Psychologist		

School Survey
(continued)

<u>Staffing and Personnel</u>	<u>Adequacy in numbers</u>	<u>Comment</u>
8. Social Worker		
9. School Nurse		
10. Doctor		
11. Dentist		
12. Librarian		
13. Speech teacher		
14. Attendance teacher		
15. Health counselor		
16. Lab. Assts.		
17. Department chairmen		
18. Lunchroom aides		
19. Clerical assistants		
20. Audio-visual teacher		
21. Others a.		
b.		
c.		
II. Facilities		
1. Classrooms		
2. Lunchrooms		
3. Gymnasium		

School Survey
(continued)

	<u>Adequacy</u>	<u>Comment</u>
4. Playground		
5. Library		
6. Auditorium		
7. Shops		
8. Teachers' cafeteria		
9. Teachers' rest rooms		
10. Teachers' workroom		
11. Conference rooms		
12. Guidance offices		
13. Administrative offices		
14. Art room		
15. Science room		
16. After School Center		
17. Laboratories		
18. Audio-visual rooms		
19. Music room		
20. Others		
a. Team Teaching		
b. Typing		
c.		

School Survey
(continued)

- III. Organization in terms of achieving the objectives of the I.S. project. Describe briefly the following aspects of the present school organization, assess them as (S) Satisfactory or (U) unsatisfactory and comment if need be.

	Brief Description	U or S	Comment
1.	Feeder plan		
2.	Size of school population		
3.	Grade structure		
4.	Groupings		
	a. Subschools		
	b. departmentalizations		
5.	Team teaching		
6.	Dual progress plan		
7.	Others		

School Survey
(continued)

IV. Curriculum

The following is a list of the subject areas for which there is a newly prepared curriculum for the I.S. Schools. In the appropriate column, answer the questions below. Use the COMMENT space for additional explanations.

Column I- Have you received the new curriculum materials? yes or no

Column II- Is this curriculum being used at the present time - yes or no

Column III- In what grade (s) is the new curriculum being used - 5, 6, 7, 8,

Column IV- Do you have a sufficient number of teachers adequately prepared for using the task force materials? yes or no

Column V- Do you have the special equipment and supplies needed to implement the curriculum? yes or no

Column VI- How many of your teachers had the in-service training geared toward implementing the new curriculum?

Column VII- Are your teachers enthusiastic about the new curriculum? yes or no

Subject Areas	I	II	III	IV	V	VI	VII	<u>Comment</u>
Lang. Arts								
Mathematics								
Science								
Social Studies								
Foreign Lang.								
Typing								
Humanities								
Urban Living								

Are there any special difficulties which you are having with the curriculum not provided for above? yes or no - If yes, please explain in Comments.

Comments

School Survey
(continued)

V. Integration and Desegregation

Before responding to this section of the school survey, it is important to note that "integration" and "desegregation" are being defined differently and treated separately.

Desegregation (for schools) refers to racial and ethnic make-up of the present school enrollment

Integration refers to the process whereby children, teachers, and school personnel live (communicate, eat, play, work, achieve) harmoniously and productively in groups irrespective of racial, cultural, class or ethnic differences.

A. Desegregation

1. What is the ethnic makeup of your present school population by grade level and total using the October 31, 1966 data? See Appended School Ethnic Census Sheets

2. What are your feeder elementary schools?

A _____ B _____ C _____ D _____ E _____

3. Are the classes in content areas organized according to ability? Yes No

4. Are the following curricular activities organized so that children from various ethnic and racial groups have opportunities to be together?
Circle yes or no.

Playground	yes	no	Gymnasium	yes	no
Auditorium	yes	no	Lunchroom	yes	no
Music room	yes	no	Art room	yes	no
Classroom	yes	no	Ind. art room	yes	no
Others _____					

Comment:

5. Of the parents involved in the school, what ethnic and racial groups are represented?

PR _____ N _____ O _____

6. School staff: racial and ethnic census; Numbers

Asst. Prin.	Special-ists	Teachers	Aides	Volunteers	Clerical staff	Custodial staff	Others
PR							
N							
O							

School Survey
(continued)

7. Indicate the racial make-up of your local school board.

% PR N O

B. Integration

1. To what extent do your textbooks and other curricular materials reflect the major racial, ethnic and cultural groups in New York City? Circle one

great some little

2. To what extent has the school created learning situations which foster integration among children?

1. Within homerooms	great	some	little
2. within subject classes	great	some	little
3. within lunchroom	great	some	little
4. within art room	great	some	little
5. within music room	great	some	little
6. assembly programs	great	some	little
7. student organization	great	some	little
8. others	great	some	little

3. To what extent has the school encouraged parent activities which would include various racial and ethnic groups?

great some little

Comment:

4. What racial and ethnic distribution is represented in student leadership in the school? (student council officers, class officers, school activities)

% PR _____ N _____ O _____

VI. Parents

1. Please indicate whether you have the following in your school

Parent Association	yes	no	If yes, how many members.....
			average attendance.....

Parent Workshop	yes	no	If yes, how many.....
			activities.....

Parents as school aides	yes	no	If yes, in what capacities?.....
-------------------------	-----	----	----------------------------------

Parents as volunteers	yes	no	If yes, how used?.....
-----------------------	-----	----	------------------------

School Survey
(continued)

VII. Community

Do administrative provisions exist for communication between the school
and civic organizations? yes no

If yes, describe

To what extent have the civic organizations concerned themselves with school problems?

great some little

Comment

VIII. Summary

A. Indicate in rank order, the items which handicap your school in achieving the objectives of the I.S. project

- 1.
- 2.
- 3.
- 4.
- 5.

B. Concluding Comments:

C. Please append a copy of your school organization plan as well as any other materials related to the present survey.

B12
School Survey (continued)

Ethnic Census Grade 5-6
S.D. 1090 D

P.S. Boro Principal Census Date

Census prepared by Position Date

Directions: Please use a separate page for the classes in each grade.
These data should be a copy of the October 31, 1966 report
to Board of Education - S.D. 1090D*

Grade 5 6 (circle one)

No.	Class	Total Reg.	Boys			Girls			Total		
			PR	N	O	PR	N	O	PR	N	O
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
Grade Totals											
Grade Percentages											

* A duplicate copy of the S D 1090 D report may be substituted.

P.S. Boro Principal Census Date

Census prepared by Position Date

Grade 6 7 (circle one)

[illegible]

P.S. Boro Principal Census Date

Census prepared by Position Date

Grade 7 8 (circle one)

No.	Class	Total Reg.	Boys			Girls			Total			
			PR	N	O	PR	N	O	PR	N	O	
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
Grade Totals												
Grade Percentages												

P.S. Boro Principal Census Date

Census prepared by Position Date

Grade 8 9 (circle one)

No.	Class	Total Reg.	Boys			Girls			Total			
			PR	N	O	PR	N	O	PR	N	O	
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
Grade Totals												
Grade Percentages												
SCHOOL TOTALS												
SCHOOL PERCENTAGES												

P.S. Boro Principal Census Date

Census prepared by Position Date

[illegible]

APPENDIX B

Section II

<u>Instruments for Follow Up Study</u>	<u>Page</u>
(a) Letter to Principals on Follow Up Study	B18
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Center For Urban Education

Pilot Intermediate School Project

Evaluation Director: Edward Frankel

April 5, 1967

Evaluation of Pilot Intermediate Schools
Second Phase

Follow Up Study

To: Principals of Pilot Intermediate Schools.

Dear Colleague:

With your cooperation, the first phase of the evaluation of the pilot intermediate schools was completed and an interim report based on our findings is being prepared.

We are now ready to continue the study and proceed to the second phase of the evaluation. This will focus on the experiences of the schools with the various aspects of the program in the sixth grade in actual operation. As we draw to the close of this first year of the project, your evaluative judgments become increasingly important in assessing the pilot intermediate schools.

The design of the second phase calls for a continued evaluation of school organization and services, curriculum, integration and pupil achievement.

All pilot intermediate schools, except I.S. 8 Q which does not currently have a 6th grade, will receive questionnaires for the administrators, guidance counselors and the Assistant to Principals in charge of grade 6. We suggest that all responses be kept confidential and that these questionnaires be completed and returned to Dr. Edward Frankel, Center for Urban Education, 33 West 42nd St., New York 10036, no later than April 24, 1967.

Time does not permit us to engage in an intensive study of all the pilot schools. About half the schools are being selected for an in depth study. For these selected schools, this study will include, in addition to the above, questionnaires to the school psychologist, social worker and nurse. We will also want 2 sixth grade teachers of Typing, Foreign Language and Home Living to assess the new I.S. curriculum in their respective subject areas by completing the enclosed questionnaires. May we suggest that the 2 teachers selected in each area include 1 outstanding and 1 average teacher.

In order to obtain pupil reactions, we will administer a short pupil checklist to 2 sixth grade classes, one of which should be homogeneously grouped and average in performance, and the other a heterogeneously grouped class.

Finally, we would like to pay brief visits to some classrooms, a playground, the pupil lunchroom, and the faculty lunchroom and restroom.

If your school has been selected for intensive study, you will be contacted by the staff members who interviewed you previously. We will make every effort not to disrupt your school routines. We look forward to a fruitful and mutually profitable venture.

If you wish, you may get in touch with Dr. Edward Frankel for further discussion and information 244-0311.

Center for Urban Education
Pilot Intermediate School Project

April 5, 1967

Evaluation Director: Edward Frankel

Follow Up Study

Questionnaire for School Administrators

School..... Principal..... Date.....

Other Participating Administrators.....

I. Staffing and Facilities

- | | | |
|--|-----|----|
| 1. Have any new problems in staffing arisen during this spring school term? | yes | no |
| If yes, what are they? | | |
| | | |
| 2. Have you been able to find solutions for some of the problems in staffing of last term? | yes | no |
| If yes, explain | | |
| 3. Have you any suggestions about staffing for next year? | | |
| If yes, what are they? | yes | no |

II. School Facilities

1. Have any new problems in facilities arisen this term? yes no
If yes, what are they?
2. Have you found solutions for some of the problems with
facilities of last term? yes no
If yes, which problems were you able to solve and how
did you do it?
3. Do you have any suggestions with respect for facilities
for next year?
If yes, what are they? yes no

Questionnaire for School Administrators (cont)

School _____ Principal _____ Date _____

Integration

1. Do the principals of I.S. meet to discuss how to build an educational program which will support a movement toward desegregation and integration for children?
yes no
2. If yes, are Board of Education and District personnel involved in these meetings?
yes no
3. If yes, how valuable were these sessions? (underline) very some little none
4. List some of the important ideas in the area of integration-segregation that have come out of such meetings.
a.
b.
c.
5. Have you as an individual or as a member of the I.S. principal's group been encouraged to seek help from consultants who have some practical and theoretical expertise in resolving difficult dilemmas in educational segregation-desegregation?
yes no
6. Have the school administrators and supervisors had any opportunity to participate in study or discussion groups focused on problems of school segregation- segregation?
yes no
7. Have any faculty meetings or study sessions been devoted to studying the ways in which the total school life including curriculum can be modified to help children meet the social problems in segregation-desegregation?
yes no
If yes, what ideas were developed?
8. Are any study sessions being organized for teachers which focus on understanding the educational needs of the new populations which they are teaching?
yes no
If yes, list some of the important ideas that have been developed.
9. Have there been any important changes since our last survey in
 - a. school activities design to give pupils new experiences in understanding and resolving problems of integration? yes no
If yes, give examples
 - b. ordering, examining or using new materials and books which better reflect the multi-racial-ethnic society for children? yes no
If yes, give examples:

Questionnaire for School Administrators (Cont)

3

- c. school exhibits reflecting positive images of racial and ethnic group most often objects of discrimination in our society?
yes no
If yes, give examples
- d. the racial-ethnic group of parents most active in school affairs
What was it formerly? What is it now?
Why a change?
- e. the ethnic composition of the parents who come to school?
What was it formerly? What is it now?
If changed, why?
- f. opportunities provided by the school for bringing together parents of varying racial and ethnic backgrounds yes no
If yes, describe them
- g. opportunities for bringing into the school community leaders representing the continuum of ethnic and racial backgrounds?
yes no
If yes, describe them
- h. in the ethnic composition of the school since Oct. 31, 1967
yes no
if yes, what is the nature of the change?

Questionnaire for School Administrators (Cont)

- i. What is the ethnic composition of current leadership personnel:
(Check one)

Principal	PR_____	N _____	O _____
Acting Principal	PR_____	N _____	O _____
Assistant Principal	PR_____	N _____	O _____
Acting Assistant Principal	PR_____	N _____	O _____
Dept. Heads (incl. head of Guidance)	PR_____	N _____	O _____
Dean	PR_____	N _____	O _____
Head Teachers or Grade Leaders	PR_____	N _____	O _____
Head Secretaries or Clerks	PR_____	N _____	O _____
Head Custodial Engineer	PR_____	N _____	O _____
Head of Lunchroom	PR_____	N _____	O _____

Center For Urban Education

Pilot Intermediate School Project

Evaluation Director: Edward Frankel

April 5, 1967

Questionnaire for Assistant to Principal

This questionnaire is to be completed by the SIXTH GRADE Assistant to Principal only. Its purpose is to evaluate his experiences with the sixth grade class.

School _____ Male _____ Female _____ Date _____

How long have you been A.P. in this school? _____ elsewhere ? _____

How long have you been an A.P.? _____ a classroom teacher in elem. school _____

in junior high school _____ in high school _____

I. Organization of Sixth Grade

A. Subschools

1. To what extent does the sixth grade subschool conform to the pattern proposed by the Board of Education ?

(underline your answer) completely partially not at all

2. On what basis was the sixth grade subschool organized?

3. Rate the organization of the sixth grade subschool ;

(underline your answer) excellent good fair poor poor apply very doesn't

Comments:

4. Are any changes contemplated in the sixth grade subschool organization? yes no

If yes, describe them:

B. Grouping of Sixth Grade

1. Below is a list of the sixth grade subjects. Under each indicate the kind of grouping in the subject classes. Use (H) for homogeneous grouping; (E) for heterogeneous grouping (C) combination of both (M) for modified homogeneous grouping. If (M) define this term in the space that follows:

Subject	Lang.	Arts	Math	Science	Social Studies	For.	Lang	Typing	Music	Art	Health	Others

Grouping _____

2. Estimate the percent of the school day spent by a typical sixth grader in classes that are (H) _____ (E) _____ (C) _____ (M) _____

3. Evaluate the effectiveness of groupings in the sixth grade: Underline
Excellent Good Fair Poor Very Poor Don't apply

Questionnaire for Assistant to Principal (cont)

4. Are any changes contemplated in groupings for the sixth grade?

yes no

If yes, describe them.

5. On the chart below indicate the predominant ethnic group using the code: (N) (PR) (O) (N-O) (N-PR) (PR-O) (PR-N-O)

	Lang			Soc.	For.				Health		
Subject	Arts	Math	Science	St.	Lang	Typ	Music	Art	Ed.	Others	
Ethnic											

C. Team Teaching

1. On the chart below, indicate the subjects in which there is team teaching by (TT); if there is no team teaching, write (none). If there are teams, indicate the number of teams and the number of teachers on a team

	Lang.			Soc.					Health		
Subject	Arts	Math	Science	Stud.	Typing	Music	Art	Ed.	Others		
Team teach											
No. of teams											
No. on team											

2. What are the activities of the team: (a) team planning..... _____
 (b) large group instruction.. _____
 Check items: (c) flexible groups of pupils _____
 (d) flexible use of teachers. _____
 (e) others..... _____

3. On what basis are teaching teams selected?

D. Grade Structure:

1. What problems have been created by transferring sixth grade pupils from an elementary school to an intermediate school for:

(a) pupils (b) teachers (c) schools at large

2. Are any other changes in sixth grade structure planned? yes no
-
- If yes, what are they?

3. With respect to the transfer of the sixth grade to the intermediate school answer the following by checking the item(s) representing your thinking:

a. sixth graders belong in the elementary school..... _____
 b. sixth graders should be in the intermediate schools... _____
 c. this should have been done long ago..... _____
 d. it is difficult to evaluate the plan at this point.... _____
 e. others (write in) _____

Questionnaire for Assistant to Principal (cont)

E. Parents

1. Are the sixth grade parents involved in the school in any special way? yes no
If yes, how?
2. Are there any plans for involving the parents next year? yes no
If yes, describe.

F. General

1. Are you aware of or involved in Board of Education plans for organizational changes for next year? yes no
If yes, explain

II. Integration - Sixth Grade

1. Is the ethnic composition of the sixth grade about the same as that of the other grades in the school? yes no
If no, how does it differ?
2. Has there been much change in the ethnic composition of the sixth grade since the beginning of the school year? yes no
If yes, explain

3. To what extent does the school reflect our pluralistic culture ethnically and racially in the following areas:
Use the following rating scale-

Very	fairly		not at	does not
well	well	poorly	all	apply
1	2	3	4	0

- a. textbooks _____
- b. pupil reference books _____
- c. course content of social studies _____
- d. classroom exhibits and decorations _____
- e. school exhibits and decorations _____
- f. assembly programs _____

4. What is the ethnic composition of the sixth grade teaching staff?

Indicate number of PR _____ N _____ O _____

A separate questionnaire should be completed by each counselor with sixth grade classes.

A. Background

1. Counselor of grade(s) (circle answer) 5 6 7 8
2. No. of years as counselor in this school _____ Other schools _____
3. No. of years as counselor _____
4. Do you hold a N.Y.C. license as guidance counselor yes no
5. If not, what license do you hold _____
6. How many years were you a classroom teacher? _____
7. Are you attending the Inservice Training Sessions in Group Processes?
yes no
8. How do you rate these sessions? (underline)
- Excellent Good Fair Poor Worthless
9. What are your recommendations for the Inservice Training Sessions?
10. How many pupils in your counseling groups? _____
11. How many of them are sixth graders _____
12. How many do you meet in groups _____
- How many groups _____ How many in each group
- How often _____
13. How many pupils do you meet as individuals _____
- How often _____

Questionnaire For Sixth Grade Guidance Counselor (cont)

Problems

B. The following is a list of the more persistent and recurring problems in the lives of pupils of intermediate school age. Place them each in order as follows:

In the column headed Giving, write (1) next to the problem to which you are giving most of your time,

(2) for the problem which is second in the time it consumes, and so forth down to 12.

In the column headed Needed, write (1) next to the problem which, in your professional opinion represents the greatest amount of help needed by these pupils, (2) to the problem needing the next greatest amount of help, and so forth down to 12.

<u>Problem</u>	<u>Giving</u>	<u>Needed</u>
a. earning and spending money	a. _____	a. _____
b. sex problems	b. _____	b. _____
c. feelings of inadequacy and failure (self image)	c. _____	c. _____
d. lack of interest in school	d. _____	d. _____
e. peer relationships	e. _____	e. _____
f. relationships with adults of same ethnic group	f. _____	f. _____
g. of different ethnic group	g. _____	g. _____
h. problems with teachers	h. _____	h. _____
i. problems with parents and siblings	i. _____	i. _____
j. health problems	j. _____	j. _____
k. serious emotional problems	k. _____	k. _____
l. not working to capacity	l. _____	l. _____

Center For Urban Education
Pilot Intermediate School Project
Questionnaire for School Psychologist

April 5, 1967

School.....No. of days per week at the school..... Date.....

What academic degrees do you presently hold?..... Male or female.....

How long have you been a school psychologist? How long in this school.....

in other schools?..... Have you ever been a classroom teacher.....

If yes, how long?

1. In your responsibilities as a school psychologist in this school, indicate how much time you give to each of the following duties by rank order, that is, place number one(1) in column headed Give next to the item which occupies most of your time, two (2) for the item which is next most time consuming and so forth.

	<u>Give</u>	<u>Importance</u>
a. Administering individual and group tests	a. _____	a. _____
b. Working with emotionally disturbed children	b. _____	b. _____
c. Conferring with pupils who present or cause severe discipline problems in school.	c. _____	c. _____
d. Conferring with teachers regarding psychological problems children are having in class.	d. _____	d. _____
e. Conducting seminars and conferences with teachers.	e. _____	e. _____
f. Conferring with principals and supervisors regarding problem cases	f. _____	f. _____
g. Conferring with parents whose children are having problems in school	g. _____	g. _____
h. Attending hearings	h. _____	h. _____
i. Working with social agencies	i. _____	i. _____
j. Discharging administrative and clerical duties	j. _____	j. _____
k. Serving as consultant on faculty, parent or community agency teams	k. _____	k. _____
l. Conducting and reporting psychological studies on the pupil population and/or community	l. _____	l. _____

Questionnaire for School Psychologist (cont)

2. Now go back over the list, and in the column headed Importance, write the number which reflects the relative emphasis which you as school psychologist place on each individual item, one (1) being the the most emphasis or importance.
3. Using the scale below, evaluate the kinds of psychological service made available to the school: (circle one)

excellent	good	fair	poor	worthless	no reaction
1	2	3	4	5	0

4. Now evaluate the amount of psychological services made available to the school

very adequate	adequate	somewhat inadequate	very inadequate	no reaction
1	2	3	4	

5. What are your recommendations for improving the psychological services to the school?

Center For Urban Education
Pilot Intermediate School Project

April 5, 1967

Questionnaire for School Social Worker

School _____ No. of days per week at the school _____ Date _____

What academic degrees do you hold? _____ Male Female

How long have you been a social worker? _____ How long have you been in this
school _____ in other schools _____ Previous professional experience with
schools _____

(1) As a school social worker, indicate the relative amount of time you devote to each of the following duties by rank order, that is, place (1) next to the duty which occupies the most time, (2) next to the duty which commands the second most time and so forth, under the column headed Gives.

<u>Duty</u>	<u>Gives</u>	<u>Importance</u>
a. Helping to improve the quality and quantity of communication between parents and the school.	a. _____	a. _____
b. Exploring social problems in the community and sharing your findings with appropriate school personnel.	b. _____	b. _____
c. Clerical reporting and administrative duties.	c. _____	c. _____
d. Working with teachers on family problems which have a bearing on the pupil's school life.	d. _____	d. _____
e. Helping parents become more effective in relationships with the school.	e. _____	e. _____
f. Attending meetings in the community.	f. _____	f. _____
g. Working with social agencies in the community.	g. _____	g. _____
h. Making home visits.	h. _____	h. _____
i. Serving on faculty committees and teams.	i. _____	i. _____
j. Confering with the Board of Education and district personnel.	j. _____	j. _____
k. Confering with community leaders.	k. _____	k. _____
l. Conducting community studies and sharing findings with school.	l. _____	l. _____

Questionnaire for School Social Worker (cont)

(2) Now go back over the list and rank order the duties in terms of relative emphasis which you as a social worker place on each duty using column headed Importance.

- (3) Estimate the number of sixth grade pupil referrals made by
 (a) principal _____
 (b) sixth grade teachers _____
 (c) guidance counselor _____
 (d) outside agencies _____

(4) Evaluate

Using the scales below, make an overall assessment of

- (a) the kinds of services rendered by you: (underline)

excellent	good	fair	poor	worthless	no reaction
1	2	3	4	5	0

- (b) The amount of service available as compared to the amount needed.

very adequate	just adequate	somewhat inadequate	very inadequate	no reaction
1	2	3	4	0

- (5) What are your recommendations?-

Center For Urban Education

Pilot Intermediate School Project

Evaluation Director: Edward Frankel

May 5, 1967

Questionnaire For Sixth Grade Teachers
of Home Living or Urban Living

Date _____

School _____ Present Teaching License _____ Level _____ Date Issued _____

No. of years of teaching _____ in this school _____ elsewhere _____ Male Female _____

Undergraduate major _____ minor _____ No. of hours in social studies as
undergraduate _____ as graduate _____

1. What is your present program in Home Living classes for sixth graders?

Classes	Periods per Wk.	Class Reg.	Ethnic PR	Percent N		O
---------	--------------------	---------------	--------------	--------------	--	---

- 1.
- 2.
- 3.
- 4.
- 5.

2. How do you rate the new curriculum in Home Living? (Check one)

Excellent _____ good _____ fair _____ poor _____

3. How do the following types of pupils react to the curriculum: Boys Girls

Use the following code

E for excellent

G for good

F for fair

P for poor

a. bright pupils

b. average pupils

c. slow pupils

d. Negro pupils

e. Puerto Rican pupils

f. Others (white) pupils

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Are the Home Living curriculum materials helpful? yes no sometimes

5. Do you have easy access to an adequate supply of instructional supplies and materials?

yes no

6. Have you used resource people from the community, from the District office and from the school itself?

yes no

If yes, circle source.

7. How much of a reaction to the course have you had from the parents?

much _____ some _____ little _____ none _____

If you have had parental reaction, has it been, in general,

positive _____ negative _____ other _____

8. How have you exchanged information with other teachers about what you are teaching in this course? (Check)

informal conferences _____ staff meetings _____ posters _____ others _____

Center For Urban Education

Pilot Intermediate School Project

Evaluation Director: Edward Frankel

May 5, 1967

Questionnaire For Sixth Grade Teacher
Of Typewriting

School _____ Present Teaching License _____ Level _____ Date Issued _____

No. of Years in teaching? _____ in this school ? _____ elsewhere _____ M F

Approximate number of semester hours you took in typing as undergraduate _____
What experience have you had to prepare you for teaching typing? _____

1. What is your present program in typewriting for sixth grade classes?

	Periods	Class	Ethnic percentages		
Classes	per week	register	PR	N	O
1.					
2.					
3.					
4.					
5.					

2. At what grade level do you think instruction in typewriting should be given?
-
- Circle your reply: Kg 1 2 3 4 5 6 7 8 9 10 11 12

3. The objectives of the new curriculum in typewriting include (a) development of skills and interest in typewriting, and (b) providing assistance in the other school subjects.

In your opinion, does the early start on skill development, in fact, provide assistance in other school subjects? yes no maybe
If yes, indicate how.

4. Do you start students on a blind keyboard? yes no

5. About how many hours per week does the typical student spend on the typewriter? _____

6. Do students have after school opportunities to practice typing? yes no

7. Are students encouraged to use typing in connection with other school lessons? yes no

8. About how many weeks of instruction would a typical student need before the skill would be useful to him in his other school work? _____

9. About what percentage of your students have access to a typewriter at home or outside of school? _____%

10. Are the curriculum materials helpful to you? yes no sometimes

11. Do you get parental reactions to the course? none seldom often
-
- Are the reactions positive negative other

12. Do you have easy access to an adequate supply of instructions materials and supplies? yes no

13. Is there a typing station for each pupil in your class? yes no

Center For Urban Education

Pilot Intermediate School Project

Evaluation Director: Edward Frankel

May 5, 1967

Questionnaire For Sixth Grade Teachers
of Foreign Language

School _____ Language Taught: French Spanish Italian _____
(underline)

Teaching License _____ Level _____ Date Issued _____ M F

No. of years in teaching _____ in this school _____ teaching language _____

Approximate number of semester hours you took in foreign language _____
as undergraduate _____ as graduate _____ college major _____

1. What is your present teaching program in foreign language for sixth graders?

Classes	Language	No of pds. per week	Register	Ethnic Percent		
				PR	N	O
1.						
2.						
3.						
4.						
5.						

2. How well do you speak _____ the language(s) you teach? check one

Fluently _____ able to communicate _____ limited degree _____

3. Have you recently travelled in the country where the foreign language you teach is spoken? yes no

4. Do you use this foreign language outside of schools? frequently seldom never

5. Do you have a language laboratory in your school? yes no

6. Do you use tape recorders, record players, and other audio-visual aids in teaching? yes no

During how many periods per week? _____

7. Are there after school foreign language clubs in your school? yes no

8. Do you believe that a foreign language should be taught to sixth graders? yes _____ no _____ yes, with reservations _____

9. Do you use a textbook in your foreign language class? yes no

10. Do you have an adequate supply of supplementary books, newspapers and the like? yes no

11. Do you emphasize reading and writing in the foreign language you teach? yes no

12. How effective do you think aural-oral method of instruction is? very effective _____ limited effectiveness _____ ineffective _____

13. Have you used resource people from the community, from the District office and from the school itself? yes no
(If yes, circle source)

14. Have you taken pupils on trips to stores and other places where the foreign language you teach is spoken and where the pupils can use the language? yes no

Center For Urban Education

Pilot Intermediate School Project

Evaluation Director: Edward Frankel

April 5, 1967

Observation Schedule

The purpose of the following observations is:

1. to determine the ethnic and racial distribution in the following school areas involving sixth grade pupils and the school staff
2. to assess the degree to which instructional materials, classroom and school exhibits and pictures reflect the multi-racial-ethnic background of the city's population and the school population

The following areas will be visited for the purposes described above:

1. Subject classrooms- (a) language arts (b) mathematics (c) foreign language
(d) typing (e) social studies
2. Non-subject classrooms - (a) lunchrooms, playground
3. Faculty facilities (a) rest room (b) lunchroom

In recording ethnic distribution, use the following code:

N, PR, O, N-O, PR-O, N-PR, and N-PR-O

In assessing the degree to which books, syllabi, pictures, materials, exhibits reflect the diverse ethnic and racial backgrounds of the city's population, use the following scale:

very well	fairly well	poorly	not at all	does not apply
1	2	3	4	0

Areas	No. of Pupils	No. of Clusters	Ethnic Comp.	Text books	Other Books	Materials	Exhibits
1. Language Arts	_____	_____	_____	_____	_____	_____	_____
2. Mathematics	_____	_____	_____	_____	_____	_____	_____
3. For. Language	_____	_____	_____	_____	_____	_____	_____
4. Typing	_____	_____	_____	_____	_____	_____	_____
5. Soc. Studies	_____	_____	_____	_____	_____	_____	_____
6. Lunchroom	_____	_____	_____	_____	_____	_____	_____
7. Playground	_____	_____	_____	_____	_____	_____	_____
8. Home Room	_____	_____	_____	_____	_____	_____	_____
9. Faculty Room	_____	_____	_____	_____	_____	_____	_____
10. Teachers' Lunchroom	_____	_____	_____	_____	_____	_____	_____

Comments:

APPENDIX B

Section III

<u>Instruments for Feeder School Study</u>	<u>Page</u>
(a) Cover Letter to Principals	B38
(b) Questionnaire to Feeder Schools	B39

April 12, 1967

Att: Principal

From: E. Terry Schwarz

The Center for Urban Education has been assigned the responsibility to evaluate the Intermediate School Program in terms of its objectives stated by the Board of Education in its Intermediate School Project description.

One of the two major objectives of the newly created Intermediate School organization is to provide a more desegregated learning environment for children. In order to ascertain to what extent this desegregated environment is being achieved the evaluation team needs, from feeder schools, the information which could be derived from the enclosed questionnaire.

If you should need more information or if you have any questions, you may call Dr. E. Terry Schwarz, who is responsible for the desegregation-integration phase of the study, at Brooklyn College, 780-5223. The Director of the total project is Dr. Edward Frankel, who can be reached at the Center for Urban Education, 244-0300 or at Hunter College, TR 9-2100, in the event that you might wish to communicate with him.

We will need the enclosed questionnaire's information by April 21. Please mail to:

Dr. E. Terry Schwarz
Brooklyn College
Department of Education
Boylan Hall
Brooklyn, New York.

We surely appreciate your kind cooperation.

Thank you.

QUESTIONNAIRE TO FEEDER SCHOOLS

E. Terry Schwarz

School: _____ Principal: _____ Date: _____

Feeds Intermediate School: _____

I. What is your total 5th grade population?: _____

II. What is the ethnic make-up of your present 5th grade?

Negro _____

Puerto Rican _____

Other _____

III. What is the ethnic make-up of the total population sent to the Intermediate School listed above during school year 1966-67?

Negro _____

Puerto Rican _____

Other _____

IV. If your school sent children into the 7th grade of the Intermediate School listed above during school year 1966-67, what was the ethnic make-up of the total population sent?

Negro _____

Puerto Rican _____

Other _____

V. If there has been any significant mobility this year in your school population, has the effect been to: (check appropriate responses)

Increase Negro population _____

Increase Puerto Rican population _____

Increase Other population _____

Decrease Negro population _____

Decrease Puerto Rican population _____

Decrease Other population _____

VI. If there has been No change in the ethnic population of your school despite mobility, please check:

APPENDIX B

Section IV

<u>Instruments for Parent and Pupil Reaction Study</u>	<u>Page</u>
(a) Cover Letter to Principals	B41
(b) Cover Letter to Sixth Grade Teachers	B42
(c) Questionnaire in Spanish for Parents of Sixth Grade Pupils	B43
(d) Questionnaire in English for Parents of Sixth Grade Pupils	B46
(e) Checklist for Sixth Grade Pupils	B49

Center For Urban Education
Title I Evaluation
Pilot Intermediate School Project

Evaluation Director: Edward Frankel

May 22, 1967

Dear Principal:

In our evaluation of the Intermediate School Project, we wish to include the reaction of the parents of sixth grade pupils to the intermediate schools and their programs. In each of the two manila envelopes, there are a set of instructions to the Sixth Grade Teacher and about 30 Parent Questionnaires each inserted in a white envelope for distribution to the parents through the pupils. Please give one of the manila envelopes to each of the two teachers recently visited by a member of the CUE evaluation staff.

The teachers are instructed to do the following:

1. Each pupil is to receive a white envelope containing a parent questionnaire which they are to take home for the parent to complete.

For Spanish speaking parents, there are special questionnaires in Spanish which are to be given to the pupils on request.

2. Each parent is to place the completed questionnaire in the accompanying white envelope and seal it so that the responses may be kept confidential.
3. The teacher upon receiving the sealed envelopes should place them in the manila envelope which should be returned to you no later than June 5, 1967.
4. The manila envelopes are to be mailed to me no later than June 5, 1967.

Thank you for your cooperation.

Center For Urban Education
Title I Evaluation
Pilot Intermediate School Project

Evaluation Director: Edward Frankel

May 22, 1967

Dear Sixth Grade Teacher:

We need your assistance in obtaining the reactions of the parents of your sixth grade pupils to the intermediate schools and their programs.

The manila envelope contains about 30 plain white envelopes into each of which has been inserted a "Parent Questionnaire." A few of the envelopes marked Sp. in the upper right hand corner contain the questionnaire in Spanish for those parents who are more fluent in Spanish.

Will you please do the following:

1. Give a questionnaire to each pupil in your class. Inform the pupil that some questionnaires are also available in Spanish.
2. Tell the pupils to take the envelope home and ask their parents to complete the questionnaire. When completed it is to be placed in the white envelope and sealed. Explain that nobody in the school or the Board of Education will see their answers. They do not have to sign their names and only the research team will look at their responses but will not know who made them.
3. Inform the pupil that the completed questionnaires are to be returned to you in the sealed envelope by June 5, 1967.
4. Place all returns in the manila envelope and complete the data on the envelope cover. Your Principal or Assistant Principal will collect the sealed manila envelope and return it to me.

Thank you for your cooperation.

CENTRO DE EDUCACION URBANA
33 West 42nd Street
New York City 10036

Evaluacion de la Escuela Intermedia

Director de Evaluacion:
Edward Frankel

22 de Mayo de 1967

Estimados Padres:

Durante los pasados meses, hemos estado estudiando algunas de las escuelas Intermedias de la ciudad de Nueva York para saber lo que los maestros estan enseñando a los alumnos. Hemos hablado con los principales, sus asistentes, los maestros y con los alumnos de sexto grado. Ahora creemos que debemos hablar con los padres de estos alumnos para que nos digan lo que saben acerca de estas escuelas y del progreso de sus hijos.

Hemos preparado una serie de preguntas, las cuales nos gustaría que ustedes contestaran. No deseamos que ustedes se identifiquen ni que firmen sus nombres. Cuando hayan contestado estas preguntas, pónganlas dentro de un sobre y cierrenlo. Dénselo a su hijo para que lo traiga a la escuela. El maestro lo pondrá en un sobre grande y nos lo enviara. Nadie en la escuela sabrá lo que Uds. han escrito. Todo lo que deseamos de ustedes es que contesten estas preguntas en la mejor manera posible.

Muchas gracias.

PREGUNTAS PARA PADRES DE ESTUDIANTES DE SEXTO GRADO

1. Mi hijo esta en el sexto grado en la escuela Intermedia numero _____.
2. El año pasado cuando estaba en el quinto grado, él(ella) atendió a la escuela Publica numero _____.
3. Mi hijo(a) que esta en el sexto grado es (indique) _____ Varon. _____ Hembra.
4. Mi hijo(a) entro a esta escuela al sexto grado en el año: (Indique)
 _____ sept. 1966 _____ oct. 1966 _____ nov. 1966 _____ diciembre 1966
 _____ enero 1967 _____ feb. 1967 _____ marzo 1967 _____ abril 1967
 _____ mayo 1967 _____ junio 1967 _____ No recuerdo.
5. Como creé usted que su hijo progresa en la escuela? (seleccione)
 _____ mejor este año. _____ Igual que el año pasado. _____ Más deficiente
 este año. _____ No sé.
6. Cuantas veces pudo usted visitar la escuela de su hijo este año? (Seleccione)
 _____ Una o dos veces. _____ Una vez al mes por lo menos. _____ Nunca.
 _____ Muchas veces. _____ No recuerdo.
7. Creé usted que la mayoria de los maestros estan interesados en los estudios de sus hijos? (seleccione) _____ Si. _____ No. _____ Realmente no sé.
8. Le gusta a su hijo asistir a la escuela por lo regular? _____ Si. _____ No. _____ No se.
9. Ha estudiado su hijo la maquinilla en la escuela este año? (Seleccione)
 _____ Si _____ No _____ Realmente no sé.
10. Que idioma estudia su hijo en la escuela este año?
 _____ español _____ francés _____ italiano _____ ninguno _____ no sé
11. Cómo sabe usted sobre el progreso del trabajo de su hijo en la escuela? (Puede indicar más de un asunto)
 _____ Report Cards _____ Consultas con los maestros
 (tarjetas de informes)
 _____ Cartas de los maestros _____ Mi hijo me dice _____ los amigos de mi hijo
 _____ Por otros padres _____ el Principal, o su asistente _____ La Asociacion
 de Padres y Maestros. _____ No se.
12. Esta usted satisfecho con la informacion que recibe acerca del progreso de su hijo en la escuela? (Indique) _____ Si _____ No _____ No me interesa.

13. En cuales de las siguientes asignaturas cree usted que su hijo necesita mas ayuda?

_____ Arte	_____ Musica	_____ Ciencia	_____ No se
_____ Aritmetica	_____ Artes domesticas	_____ Artes industriales	
_____ Idiomas	_____ Lectura	_____ Ortografia (Deletrear)	

14. A donde puede ir su hijo para obtener ayuda en sus asignaturas? (Puede indicar mas de un lugar)

_____ En la escuela durante el dia	_____ Nuestra iglesia tiene un lugar donde el puede obtener ayuda
_____ Despues de clases en la escuela	_____ El apartamento donde vivo tiene un centro educativo
Yo le ayudo en la casa	El Centro de la comunidad

15. Ha hecho usted amistad con padres de otros grupos etnicos o razas debido a la experiencia de su hijo en esta escuela?

Si	No	Un poco	No se.
----	----	---------	--------

16. Ha aprendido algo acerca de otras razas o grupos etnicos desde que su hijo ha asistido a dicha escuela? (Seleccione)

Si	No	Quizas	No se
----	----	--------	-------

17. Aprueba Ud. que su hijo haga amistad con niños de otras razas?

Si	No	Inseguro	No se
----	----	----------	-------

18. Esta su hijo aprendiendo cosas que le ayuden en su casa? Si No No se.

19. Ha notado Ud. alguna diferencia en las relaciones de su hijo con la escuela?

_____ Si, son mas favorables _____ No son tan buenas como el año pasado

Ningun cambio No se.

20. Cuales asignaturas son mas faciles para su hijo este año?

<u> </u> Arte	<u> </u> Musica	<u> </u> Ciencia	<u> </u> No se
<u> </u> Aritmetica	<u> </u> Artes domesticas	<u> </u> Artes industriales	
Idiomas	Lectura	Ortografia (Deletrear)	

21. Tiene la escuela de su niño actividades por la tarde para los padres y otros adultos?

_____ Con frecuencia _____ Algunas veces _____ Raras veces _____ Nunca

No se.

22. Cuando hay actividades o reuniones en la escuela, asiste (atiende) Ud?

Si	No	Raras veces	No recuerdo
----	----	-------------	-------------

CENTER FOR URBAN EDUCATION
33 West 42nd Street
New York, N. Y. 10036

Pilot Intermediate School Evaluation

Evaluation Director: Edward Frankel

May 22, 1967

Questionnaire for Parents of Sixth Grade Pupils

Dear Parent:

For the past few months we have been studying certain intermediate schools in New York City to find out what they are teaching the children. We have spoken to principals, assistant principals, and teachers, and have gotten reactions from sixth grade pupils. Now we think we ought to ask the parents of these pupils to tell us what they know about the school and about the progress their children are making in the school. A set of questions have been prepared which we would like you to answer. We do not want you to sign your name or tell us who you are.

When you have answered all the questions, please put this paper in the envelope and seal it. Then give it to your child who will bring it back to the school. The teacher will put it in a large envelope and mail it to us. Nobody in the school will know what you have written. All we are asking you to do is to answer our questions as best you can.

Thank you

QUESTIONNAIRE FOR PARENTS OF SIXTH GRADE PUPILS (Cont)

1. My child is in the sixth grade in intermediate school number _____.
2. Last year, when he was in the fifth grade, he (she) attended P.S. _____.
3. My child in the sixth grade is a (check one) _____ Boy _____ Girl.
4. My child came into this school as a sixth grader in: (check one)

_____ Sept. 1966	_____ Jan. 1967	_____ May 1967
_____ Oct. 1966	_____ Feb. 1967	_____ June 1967
_____ Nov. 1966	_____ March 1967	_____ I do not remember.
5. How well do you think your child is doing in school? (check one)

_____ better this year	_____ I do not know.
_____ about the same as last year	
_____ less well this year	
6. How often have you been able to visit your child's school this year? (check one)

_____ once or twice	_____ at least once a month
_____ not at all	_____ many times _____ don't remember
7. Do you think that most of the teachers are interested in your child's school work? (check one)

_____ yes	_____ no	_____ really don't know
-----------	----------	-------------------------
8. Does your child like to go to school most of the time? (check one)

_____ yes	_____ no	_____ really don't know
-----------	----------	-------------------------
9. Has your child taken typewriting in school this year? (check one)

_____ yes	_____ no	_____ I don't know.
-----------	----------	---------------------
10. What foreign language is your child studying in school this year? (check one)

_____ Spanish	_____ French	_____ Italian	_____ None	_____ I don't know.
---------------	--------------	---------------	------------	---------------------
11. How do you usually find out about your child's school work? (Check as many statements as you wish)

_____ report cards	_____ from other parents
_____ talks with his teachers	_____ from the principal or his assist.
_____ letters from the teachers	_____ from the P.T.A.
_____ from my child himself	_____ I don't know.
_____ from other children	
12. Are you satisfied with the information you get about the progress your child makes at school? (check one)

_____ yes	_____ no	_____ I don't care.
-----------	----------	---------------------

Questionnaire for Parents of Sixth Grade Pupils (cont)

13. In which of the following school subjects do you think your child needs more help? (Check as many as you wish)
- | | | |
|---|---|---------------------------------------|
| <input type="checkbox"/> Art | <input type="checkbox"/> Home Economics | <input type="checkbox"/> Spelling |
| <input type="checkbox"/> Arithmetic | <input type="checkbox"/> Reading | <input type="checkbox"/> I don't know |
| <input type="checkbox"/> Foreign Language | <input type="checkbox"/> Science | |
| <input type="checkbox"/> Music | <input type="checkbox"/> Shop | |
14. Where can your child go for help in his school subjects? (check as many as you wish)
- | | |
|--|--|
| <input type="checkbox"/> in school during the day | <input type="checkbox"/> Our church has a place where he can get help. |
| <input type="checkbox"/> after school in the school building | <input type="checkbox"/> The apartment house where I live has a study center |
| <input type="checkbox"/> I help him at home | <input type="checkbox"/> The community center |
| <input type="checkbox"/> I don't know | |
15. Have you become friendly with parents of other racial or ethnic groups as a result of your child's experiences in this school?
- ☐ yes ☐ No ☐ somewhat ☐ I don't know.
16. Have you learned about other racial and ethnic groups since your child is going to this school? (check one)
- ☐ yes ☐ No ☐ perhaps ☐ I don't know.
17. Do you approve of having your child associating with children from other racial and ethnic groups?
- ☐ yes ☐ No ☐ doubtful ☐ I don't know.
18. Is your child learning things at school which are helpful at home?
- ☐ yes ☐ No ☐ maybe ☐ I don't know.
19. Have you noticed any difference in child's attitude toward school this year?
- ☐ Yes, it has improved ☐ No, it isn't as good as last year.
- ☐ No change ☐ I don't know.
20. Which school subjects seem easiest for your child this year?
- | | | |
|---|----------------------------------|---|
| <input type="checkbox"/> Art | <input type="checkbox"/> Music | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Arithmetic | <input type="checkbox"/> Reading | <input type="checkbox"/> Spelling |
| <input type="checkbox"/> Foreign Language | <input type="checkbox"/> Science | <input type="checkbox"/> I don't know |
| <input type="checkbox"/> Home Economics | <input type="checkbox"/> Shop | |
21. Does your child's school have things going on in the evening for the parents and other adults?
- ☐ very often ☐ sometimes ☐ rarely ☐ never ☐ I don't know.
22. If there are things going on at the school, have you gone to these evening activities?
- ☐ yes ☐ no ☐ rarely ☐ I don't remember.

Center For Urban Education

Pilot Intermediate School Project

Evaluation Director: Edward Frankel

April 5, 1967

Checklist for Sixth Grade Pupils
(Read to the Class)

Please fill in the information asked for. Notice that you are NOT being asked to write your name or home address. We are trying to find out what you like and what you don't like about the school you are in. We want to know what the school is doing to help you and what it is not doing to help you. Nobody will be able to tell who answered the questions. Your teacher will not see these papers. Please give the best answer you can to all questions. Ask for help if you need it.

Number of this school _____ Your grade and class _____ Date _____

Are you a boy girl (circle) The elementary school you came from _____

When did you enter the sixth grade in this school _____. The subject class
(month)
you are now in _____.

Answer the questions by putting a check in the proper box:

1. If I had a choice, I would (a) stay in this school
(b) spend the 6th grade in my old school
(c) go to another school.....
2. Do you feel you learn more (a) from one teacher all day.....
(b) from different teachers each day.....
3. The things I like a whole lot in this school are: (place a check on the
line)

- | | |
|----------------------------------|---------------------------|
| a. the trips we take _____ | l. language arts _____ |
| b. my homeroom _____ | m. mathematics _____ |
| c. the library _____ | n. science _____ |
| d. the playground _____ | o. social studies _____ |
| e. the lunches _____ | p. foreign language _____ |
| f. the kids in my class _____ | q. typing _____ |
| g. the clubs _____ | r. music _____ |
| h. the teams _____ | s. art _____ |
| i. after school activities _____ | t. gym _____ |
| j. _____ | |
| k. _____ | |

Checklist for Sixth Grade Pupils (cont)

4. If I had a free period, I would spend it in improving my
(Please put a check in the space)

_____ a. reading
 _____ b. arithmetic
 _____ c. science
 _____ d. typing
 _____ e. foreign language
 _____ f. social studies

5. Since I came to this school: (check one on each line)
- | | improved | remained the same | got worse |
|--|----------|-------------------|-----------|
| a. my school work | _____ | _____ | _____ |
| b. my conduct in school | _____ | _____ | _____ |
| c. my attendance at school | _____ | _____ | _____ |
| d. my self confidence | _____ | _____ | _____ |
| e. my interest in school | _____ | _____ | _____ |
| f. my desire to get ahead | _____ | _____ | _____ |
| g. my ability to get along with others | _____ | _____ | _____ |
| h. my wish to help others | _____ | _____ | _____ |
| i. my health | _____ | _____ | _____ |
| j. the kinds of friends I have | _____ | _____ | _____ |

APPENDIX C

Staff List

Dr. Edward Frankel, Evaluation Chairman
Associate Professor of Education
Hunter College (Bronx)

Dr. E. Terry Schwarz
Assistant Professor
Department of Education
Brooklyn College

Dr. Marshall J. Tyree
Professor of Education
Director of Student Teaching
New York University

Mrs. Marcella Williams
Senior Consultant, Educational Resources Center
Bank Street College

Mr. Lazarus Ross
Principal - Retired
N.Y.C. Public Junior High School
N.Y.C. School System

Mrs. Olga Spelman
Principal - Retired
N.Y.C. School System

Dr. Charles M. Long
Associate Professor of Education
Brooklyn College

- - - - -
Mrs. Gladys Rothbell
Research Sociologist
Center For Urban Education





EVALUATION OF NEW YORK CITY TITLE I
EDUCATIONAL PROJECTS 1966-67

EXPANSION OF THE MORE EFFECTIVE SCHOOL PROGRAM

By David J. Fox

September 1967

The Center For Urban Education
33 West 42nd St., New York, N.Y. 10036

CENTER FOR URBAN EDUCATION
FIELD RESEARCH AND EVALUATION COMMITTEE
ESEA TITLE I EVALUATIONS

SUMMARY REPORT

Date: July 31, 1967

Project: Expansion of The More Effective Schools Program

Evaluation Director: Dr. David J. Fox, Associate Professor
Director of Office of Research and
Evaluation Services
College of the City of New York

NOTE: To assist in the planning of Title I
projects for 1967-8, this summary
was prepared after the collection
of all data but before the writing of
the final report. The final report
will contain a complete, detailed
evaluation of the project.

EXPANSION OF THE MORE EFFECTIVE SCHOOL PROGRAM

The 1966-67 evaluation of the More Effective Schools (M E S) program was conducted between October 1966 and June 1967.* The study consisted of the following activities:

- 1) Expert Evaluation of School Functioning, obtained by sending in observers to visit classes, and observe other aspects of school functioning. Observers were faculty of schools or departments of education, social scientists (almost all of whom had public school teaching experience), or the heads of independent schools. During the year they made over 400 visits to classes. The basic plan for the observations involved sending two-person teams into a school to visit classes. Two-thirds of the classes were selected by random procedures by project staff, from the school organization sheet. One-third were selected by the principal, after he had been informed as to the classes we had selected. Observers made three separate visits to each school. Each team visited several M E S and "control" schools.
- 2) Staff Appraisal of the Program, obtained through interviews with all principals, and a sample of assistant principals, supplementary personnel, and classroom teachers and through a questionnaire sent by mail to all 1200 teachers in the M E S program, returned by 371 teachers.
- 3) Evaluation of Pupil Functioning, obtained in four ways: (1) evaluation by the observers of general level of pupil's class functioning; (2) pupil's own perception of class and school; (3) estimates of achievement in arithmetic through the Metropolitan Achievement Test in arithmetic, administered by the schools in March 1967; (4) estimate of achievement in reading through the Metropolitan Achievement Test in reading, administered in October 1966 and in April 1967 by the schools, and through an alternate form of the Metropolitan Test administered in June 1967 by project staff.

Criteria for Evaluation

Evaluation of any program always involves using some kind of standard or comparison. In this evaluation of the More Effective School program (M E S) several different standards were available. First, in evaluating school functioning, the observers rated specific features of the program

*This summary covers 20 of the 21 schools in the M E S program. One school, which goes only up to the second grade, is included in a separate section of the final report on the lower grades.

(described on following pages). The observers used formal observation instruments or guidelines, and each of the observers made independent ratings, in light of their substantial experience in education. A basis for evaluating these ratings was provided by having the same observers rate school functioning in nine schools officially designated by the Board of Education as "control schools" for the evaluation of M E S. (These control schools were selected by the Board on the basis of comparability to an M E S school in factors like neighborhood and pupil populations.) A second set of comparative data was available from this year's evaluation studies of the Free Choice Open Enrollment program, since the same observers used the same instruments to rate the quality of school functioning in these schools as well. Finally, a standard for evaluating data from standardized tests in arithmetic and reading was provided by the established achievement norms in these areas. The publishers of the Metropolitan Achievement Test provide norms for large urban centers like New York and Chicago and the country as a whole.

Evaluation of School Functioning

The basis for the evaluation of school functioning was the ratings of individual classroom lessons. Usually a five-point scale was used in ratings - ranging from "very much below average" to "very much above average." At the end of the day, the observers were asked to consider all the lessons they had seen and in conjunction with their observations of other school activities provide overall ratings for the school as an entity.

In terms of rating classroom lessons in such areas as overall teacher "planning," and "depth of the lesson," "amount of material covered in the lesson," "creativity in planning" the lesson, and using the lesson to "establish a foundation for future work," the observers felt that the M E S lessons were above average. In other areas like building a lesson "on earlier lessons" or on "children's experience," or establishing "a foundation for independent work," or "use of teaching aids," the predominant rating was "average." In the control schools, ratings were generally "average" with only the ratings for "planning" and "depth" considered "above average" and those for "creativity in planning" and the "use of aids" rated "below average." Overall, the ratings for M E S schools were consistently higher in the general area of classroom lessons than were the ratings for control schools.

The observers consistently made three criticisms of the M E S program. These criticisms were based both on individual observations and on ratings. They did not think that the use of heterogeneous grouping was creative or effective. Nor did they believe that the M E S teachers were making effective use of one of the major innovations of the programs, the small class size. At each cycle of visits, for between half and two-thirds of the lessons observed, the observers judged that the same lesson could have been taught to classes of larger sizes with little or no loss in effectiveness, and they saw little evidence that materials or teaching techniques had been adapted to capitalize on the smaller classes. In fact the general absence of creative or innovative teaching practices was the third criticism.

On the ratings of general school functioning, the data distinguished even more sharply between the M E S and control schools. Evaluating "school climate," "discipline," "teacher attitude," and "administrators' attitude" in M E S schools, the observers felt these elements were "above average" and often "extremely positive." In contrast, in the control schools the ratings were generally "average," and seldom "extremely positive." Moreover, a majority of the observers concluded that the M E S school they had seen was providing "above average" instruction, which was "worth more" in dollars and cents than a typical school day, and was a school to which they would feel "positive" or "enthusiastic" about sending a child of their own. In contrast, most observers felt that the typical control school was providing "average" instruction, worth what an average school day costs, and no observer would have felt "positive" or "enthusiastic" about sending his own child to a control school.

Administrative Staff Appraisal of the Program

Principals of the 21 M E S schools were individually interviewed -- with a structured questionnaire -- to obtain their perceptions of the program. A five point rating scale was employed. Over a wide variety of questions on the program in general, on the principal's relationships with teachers, children, and community, and on their perceptions of changes in pupil achievement and attitude, the principals were consistently "positive," often unanimously so. Summarizing their views, they all reported feeling positively about the M E S program when it began and all still had positive views, with 17 of the 21 now feeling enthusiastic about it.

This nearly unanimous positive feeling about the program was seen again in interviews with 38 assistant principals, 41 specialists, 19 guidance counselors, 16 social workers and community coordinators, and 6 school psychologists. Of these 120 administrative and specialized personnel, only four -- that is, 3 per cent -- expressed even mild negative overall feelings about the program and only 5 others considered themselves only slightly positive. The other 111 reported that they were strongly positive or enthusiastic.

Classroom M E S teachers had the same view. Of 371 teachers out of 1200 who returned the questionnaire (an average response to a mailed questionnaire) 90 per cent were either enthusiastic or strongly positive, with 7 per cent slightly positive. Only 3 per cent reported negative views about the program. Like the observers the teachers were also negative in their appraisal of introduction of heterogeneous grouping; more than half believed it was not used creatively or effectively. However, they did not agree with the observers' criticism on the use of small class size, for more than 80 per cent believed class size was used effectively.

Evaluation of Pupil Functioning

a) Observer Ratings

When the observers rated childrens' functioning in class, they felt that children in both M E S and control schools were "above average" on criteria like "participation" in the lesson, "volunteering," "interest and enthusiasm " "verbal fluency," "attitude towards teachers," and in-class "discipline." On the last two items, however, the M E S schools ranked higher than the control schools. On "verbal fluency," there were slightly better ratings in the control schools.

b) Childrens' Perceptions

When children in the upper grades indicated their own perceptions of the functioning of their class on a scale ranging from positive to negative 59 per cent of the children in M E S as compared with 51 per cent of children in control schools, had positive perceptions, whereas 35 per cent and 41 per cent respectively had negative perceptions. The remaining children, 6 per cent and 8 per cent respectively, held balanced perceptions of their class. These results can be compared to results from the 1966 study of children in the Free Choice Open Enrollment program, which used the same positive-negative rating scale. Of the children being bussed to another school, 75 per cent expressed positive perceptions of class, and only 16 per cent expressed negative perceptions. Thus, while a majority of M E S children had positive perceptions of their class and how it functioned, and while this majority was slightly larger than in the control schools, it was considerably less than the proportion of positively oriented children in the Open Enrollment program.

On a second instrument on which children were given the opportunity to express their feelings about 17 aspects of school functioning, pupils in both sets of schools consistently reported positive perceptions of most aspects of the school like their teachers' "interest " desire "to help," and "fairness," the principal's "friendliness," the "usefulness" of what they were learning etc.

On all but one such aspect children in M E S and control schools held similar perceptions. The difference involved the fact that two-thirds of children in control schools said the teachers expected them to work too hard whereas only half the children in M E S schools felt this way.

The data from these two instruments indicate that children in both M E S and control schools had positive perceptions of school and class, with the similarities in their points of view clearly outweighing the few differences.

c) Academic Functioning: in Arithmetic

Childrens' academic functioning in arithmetic was estimated from the Metropolitan Achievement Test given in March 1967 by school staff. Since March is the sixth month of the school year, normal functioning would be on the grade plus six-tenths (2.6, 3.6, etc.). The median levels of achievement in M E S were 2.3 in grade two; 3.4 in grade three; 4.2 in grade four; 5.0 in grade five; and 5.7 in grade six. These data indicate retardation in all grades, ranging from two-tenths of a year in grade three to nin-tenths of a year in grade six. Data for the control schools are available from the city-wide testing program in arithmetic conducted only in grade three. The median level of achievement was 3.2, two-tenths of a grade below the level achieved in M E S schools.

d) Academic Functioning: in Reading

In reading achievement, the test given by school staff was administered in April when normal functioning would be the grade plus seven-tenths. In this case, data is available from both M E S and control schools. The median reading grades in grade two were 2.6 and 2.3 respectively; in grade three, 3.4 and 3.2; in grade four, 3.9 and 3.7; in grade five, 4.6 and 4.3; and in grade six (derived from only 14 M E S and 4 control schools) 5.5 in both. Thus, there were differences between M E S and control schools of three-tenths of a year for grades two and five, and two-tenths of a year at grades three and four-- all in favor of M E S schools-- and no difference in grade six. At the same time, these data indicate steadily increasing retardation in both sets of schools, even when set against grade norms considered appropriate for urban schools. In the control schools the children were four-tenths in grade six. For the M E S schools the same pattern held, although the gross amount of retardation was less; one-tenth in grade two; three-tenths in grade three; eight-tenths in grade four; one and one-tenths in grade five; and one and two-tenths in grade six. In terms of national norms, the retardation is about two-tenths of a year greater than that reported above.

Reading gains during the year, the mean gain for the M E S schools from October 1966 to April 1967, a period of six months, was eight-tenths for grade two; one for grade three; six-tenths for grade four; nine-tenths for grade five; and six-tenths for grade six. Thus, the M E S schools averaged gains of normal progress (for six months) in grades four and six, and better than normal progress in grades two, three, and five. For the control schools, the gains were six-tenths in grade two; eight-tenths in grade three; five-tenths in grade four; and five-tenths in grade five-- or normal for grade two, above normal in grade three, and just below normal in grades four and five.

The apparent contradiction of children gaining normally during the six-month period between October and April yet still falling further and further behind grade norms can be understood by considering what happens in the intervening period of April to October. A child reading at 2.7 in April should

be reading at 3.1 when tested the following October, i.e., should progress four-tenths of a grade (his gain in April, May, June, and September). In the M E S schools, in that interval the children lost about two-tenths of a grade in every grade other than grade six. In effect this means that the teacher of any one grade must make up the loss of .2 of a year as well as the expected gain of .4 before, so to speak, even starting. Thus, the overall gain from any one October to April is apparently normal, but in fact the children are falling further and further behind. In the control schools, the expected gains from April to October were not realized either. However, in contrast to the M E S schools, there never was a decline: either the children maintained their April levels or gained .1 of a grade by October.

Conclusion

In coming to some overall conclusion about M E S , one basic consideration in this evaluation is the clear evidence (not detailed earlier) in the data that one cannot speak of "M E S schools" as if these were 21 homogeneous educational settings. They were not. By every criterion we employed, the variability within the 21 M E S schools was as great as, and in many instances greater than, the differences we have noted between M E S and control schools. There are M E S schools which were rated as above average or outstanding on almost every aspect of teacher functioning, or on the criteria for overall school evaluation, and there are other M E S schools which were consistently rated as below average or poor on these same criteria. In April, the range of mean reading achievement in the M E S second grades was almost a full year, from a school with a mean of 2.3 to a school with a mean of 3.2. Similarly, there was a range of 1.6 years in grades three and four, 1.7 in grade five, and 1.9 years among the 14 schools which had a sixth grade. Any overall appraisal of the "program" must recognize this variability in the evidence of the effectiveness with which it has been implemented.

Tying all the data together, one would conclude that the M E S program has created schools that administration, teaching faculty, and supplementary staff believe are good places in which to function. Moreover, these schools impress outside observers as educational institutions that are better than comparable schools in terms of overall criteria like atmosphere, climate and aspects of professional functioning. However, the data indicate that these changes in structural aspects of school organization, like teacher-pupil ratio and availability of professional services, have not had a noticeable impact on children's perceptions, their functioning in class, or their academic achievement.

There is some evidence in the data that the explanation for this inconsistency has at least two causes. The first is that some of the administrative changes introduced may not be working to the advantage of the program and the second is that other changes have not been utilized for their fullest impact. Observers, teachers, and administrators alike consistently were negative in their evaluation of the mandated use of heterogeneous grouping. Perhaps even more important, observers consistently criticized what

they considered the lack of innovation or creative use of the very administrative advantages of M E S, particularly the lack of any consistent use of small class size in the actual teaching process.

In short, this evaluation suggests that the basic program introduced under the label "M E S " has had a favorable impact on the adults who work in these schools, in terms of their observed behavior, their views of the program, and the general climate of the school. But it has not had a comparable impact on the observed behavior, perception, or achievement of the children who attend it.

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EXPANSION OF THE MORE EFFECTIVE SCHOOL PROGRAM

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Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

Committee on Field Research and Evaluation
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CHAPTER I

INTRODUCTION

This is the final report of the evaluation of the program called More Effective Schools (hereafter referred to as MES) conducted in 21 New York City elementary schools during the 1966-67 school year. This evaluation was concerned primarily with estimating the quality of the in-class instructional program provided in MES, determining its effects on the children participating, and contrasting both with the quality and effects in a set of eight schools designated as "control" schools for the evaluation of the MES program, selected because of their similarity to an ME school in terms of location and pupil population.

The MES Program

The More Effective Schools Program was originally detailed in a Report to the Superintendent of Schools from a Joint Planning Committee established by then Superintendent of Schools Calvin Gross.¹ This Committee, charged with the responsibility "for setting up a program for more effective schools,"² recommended a multi-faceted program involving basic changes in four areas, "pupils and curriculum...personnel...school plant and organization... (and) community relations."³ Within these areas, the report went

¹Report of the Joint Planning Committee for More Effective Schools to the Superintendent of Schools, May 15, 1964, New York City Public Schools.

²Ibid, p. i.

³Ibid, p. ii,iii.

on to detail twenty statements to guide policy in establishing the program, involving such specifics as selecting participating schools to maximize the likelihood of integration, setting a maximum class size of 22, providing teacher specialists, grouping classes heterogeneously, instituting team teaching, and emphasizing school-community relationships.

The More Effective Schools program was first established in September 1964, in ten schools. It has been in existence in these schools ever since. These schools, therefore, have had the MES program for three full academic years and will be referred to in this report as the "Old" ME schools. In September 1965, the program was expanded to include 11 more schools, and so has been in existence in these schools for two years. These 11 schools will be referred to as the "New" ME schools.

The 1966-67 Evaluation: Orientation and Philosophy

In its brief existence, MES has been evaluated three times. In October 1965, the administrative staff of the program prepared a memorandum⁴ to the Superintendent of Schools reporting on the first year of the MES program. In August 1966, the Center for Urban Education reported the results of a limited evaluation it conducted at the conclusion of the 1965-66 school year.⁵ In September 1966, the Bureau of Educational Research of the Board of Education reported the results of its evaluation of MES

⁴Memorandum on the first year of the More Effective Schools Program 1964-5 to Superintendent of Schools, New York City Board of Education, October, 1965.

⁵The More Effective Schools Program, Center For Urban Education, August 31, 1966.

for this same 1965-66 school year.⁶ In planning this fourth evaluation of MES, covering the 1966-67 school year, the evaluation staff used these previous studies as both guides and foundations. Thus we studied some aspects of the program such as ethnic composition of schools, and achievement in arithmetic and reading, even though these were previously studied, so as to provide continuity in these evaluations throughout the three years of MES. We omitted other potential aspects for study, such as parental response, in the belief that parental enthusiasm and support for MES had already been documented and evidenced. Most important, we designed this evaluation to emphasize the placing of observers in classes in order to obtain structured observations of in-class functioning, a technique for evaluation not emphasized in the previous studies.

In planning this evaluation and preparing this report, we have tried to keep in mind that the program being evaluated originally came into existence a few months after the publication of the report recommending it, and had been in existence only two years when we began our study in the fall of 1966. Indeed, in reading this report, the leader should understand that this evaluation belongs to the family of short-term evaluations conducted in the early years of a new program. Such evaluations cannot be considered definitive studies of a program's worth, but rather as short-term evaluations, that have their place in identifying the initial impact of a program, providing evidence of its potential strengths and weaknesses,

⁶Evaluation of the More Effective Schools Program Summary Report, Bureau of Educational Research, Board of Education of the City of New York, September 1966.

and providing a basis for predicting its ultimate effect. We present data in that spirit, and hope that it will be read and discussed in a similar light.

A final introductory comment: throughout the study we received complete freedom and cooperation from the central staff at the Center for Urban Education, from the central administrative staff for MES, and from the Bureau of Research of the New York City Board of Education. The principals of the ME and control schools who participated in the study, while reserving their right to disagree with the sense of some of our research procedures, nevertheless made their schools fully available for study. Considering the year-long nature of the evaluation, and the consequent year-long nature of our requests to send in observers and examiners, the cooperation we received from them was outstanding and we wish to acknowledge it gratefully.

CHAPTER II

PROCEDURE

Overview

The basic purpose of the evaluation was to estimate the effectiveness with which the ME schools functioned. We did this with four major kinds of data. First, we built the study around a three-part series of observational visits to schools by two-person teams consisting of either two professional educators or one educator and one social scientist. The visits were conducted throughout the year, beginning in December and concluding in May. During each of the three visits, the observers visited classes and rated the quality of classroom functioning using structured rating scales. At the second and third visits, the same observers obtained a second kind of data by interviewing administrative and teaching staff, using a structured interview guide to obtain staff appraisal of their own selective roles and of the program. The third kind of data consisted of children's perceptions of self and school, obtained by project staff administering paper and pencil inventories to the children in the upper grades of all ME schools. The final type of data to be discussed here are those obtained by administration of sub-tests in arithmetic and reading from the Metropolitan Achievement Battery.

In the control schools, the same research plan was followed except that two, rather than three visits were made to each school, one, near mid-year for observation of classes, and a second in May, to administer the paper and pencil inventories to the children.

The original design for this study included a fifth kind of data, a

retrospective survey of children's achievement, and of rated school functioning using the Cumulative Record Card. It was planned to collect these data during the summer months when the record cards would not otherwise be used. In early June, we were notified by the Board of Education that this plan was no longer considered feasible and we had sufficient time available to collect only one piece of background data, and only in ME schools. We were able to send in clerical teams to ME schools to determine the year in which each child in grades four, five, and six entered his present school. This information was used to provide some insight into the relative achievement of children who did and did not have continuous education in ME schools.

The Observational Visits

The three-part cycle of observational visits were conducted in December-January, February-March, and in May. At each of these times, observational teams visited classes in grades three through six. During the February-March visit, different teams, selected because of their professional specialization in early childhood education, visited classes from prekindergarten through second grade.

The Observers

The evaluation in the middle and upper elementary grades involved thirty observers. Of these thirty, 23 were educators and 7 were social scientists. The educators represented two different aspects of professional education. Sixteen were faculty members of colleges and universities, representing Departments or Schools of Education. All 16 were currently participating in teacher education programs, and all had current and direct contact with urban public school systems, particularly New York City. Each of the other

seven educators was the director of an independent private school in New York City. These observers were recruited to represent the point of view of the school administrator as well as the point of view of the independent school educator. The social scientists were psychologists or sociologists selected because they combined academic training in their own discipline with professional affiliations with teacher education programs. Thus, all observers had immediate and current contact with the New York City public schools. Generally, each observation team consisted of two of the three types of observers used.

Data from the first visit were analyzed separately by type of observer, to determine if observer background made a difference in the qualitative evaluations. There were only isolated differences among the three types of observers, with no differences between the faculty members who were educators and those who were social scientists. There were occasional differences on specific items between the faculty groups and the independent school heads, with all of these differences reflecting a tendency for the independent school heads to give more positive ratings than either of the faculty groups. Since the similarities and consistencies far outweighed these few differences, we decided to combine the data from the three types of observers. In this report, therefore, data will be reported based on all observers combined.

The same observers were used throughout the year of the study. Thus, when we refer to observational data collected from ME and from control schools, these data were obtained from the same observers visiting both types of schools. Similarly, when references are made to observational data obtained from the three visits made during the year, these data, too, were obtained from the same observers. In most instances the same observational

team was sent back to the same schools throughout the year so that rapport and relationships established during the first visit could be built upon in later visits.¹

An orientation session was held for all observers prior to their going to the schools. At this session, the purpose of the study was explained and the instruments were distributed and reviewed. Continuous communication was maintained with the observers throughout the study, and revisions were made in instruments for succeeding visits in the light of observers' suggestions. At the orientation session one member of each observational team was designated as the team leader, responsible for coordinating the activities of the team with the school administration. To minimize the necessity for on-the-spot decision making, a special telephone line was installed so that observational teams would always be able to reach the project office. At the completion of the project, a final session was held with the observers. At this session, the project coordinator fed back to the observers the sense of the observer data as project staff interpreted it and as it is presented in this report. The observers agreed that these interpretations did reflect their perceptions and evaluations of the schools that they had visited.

The Selection of Classes to be Observed

The procedure for selecting classes to be observed was different at each MES visit. For the first visit, a member of the project staff used the school organization sheet to randomly select for an observational visit one class at

¹At different points in this report reference will be made to observational data collected during the 1966-67 evaluation of the Free Choice Open Enrollment program. These data were collected by the same observers used in the evaluation of MES.

each grade from third through sixth. Additional classes were randomly selected from those grades with the largest number of classes, so that six classes were randomly selected from each school. The principal was then told which classes had been selected and was asked to add three other classes by whatever process or criteria he chose. This practice was followed since the primary purpose of these visits was to obtain a balanced view of the school, and random selection did not assure us that perception. The process of random selection assures bias-free selection, but with the small numbers involved here, typically no more than four or five classes per grade, random selection does not assure a representative sample. We asked the principal then to consider the classes we had selected and add whatever classes he thought we should see in order to produce a more balanced picture of his school. Of the 180 classes selected for the first visit, 172 were actually observed. The eight classes lost were due mostly to teacher absences, with one or two unexpected trips producing an observer but not a class! In some instances when a teacher was absent the principal suggested an alternate class which could be observed. In the final breakdown, project staff selected 104 of the classes observed at the first visit and principals selected 68. Considering grade in school, the 172 classes observed broke down into 51 each at grades three, four, five, and 19 in grade six. This variation in grade six will hold throughout the study as only 12 of the 21 schools had sixth-grade classes.

The second visit involved observations of 74 classes. During this visit we wished to see classes when our observers were not expected and so project staff selected all 74 classes to be observed. The principal was informed only of the date of the visit, and of the fact that the observers would want

to drop in on classes during the day. The 74 classes involved 21 classes at the third and fifth grades, 22 in the fourth, and ten in the sixth grade.

Three different types of classes were seen during this second visit. Forty-eight were classes that had been observed during the first visit. We wanted to see ten of them again because the observer had noted that he did not consider the first lesson observed typical of normal classroom functioning. We wanted to see another 38 again, because the first time they had been rated as extremely good or extremely poor, and we wanted to obtain some estimate of the stability of these extreme ratings. Finally, 26 were classes randomly selected in order to provide continuity to the observational data.

During the third visit, 67 classes were observed. The same procedure was followed as in the second visit, in that project staff selected all classes and principals were not informed of the classes selected. By grade, the classes seen during the third visit involved 10 in the third grade, 15 in the fourth, 20 in the fifth, 9 in the sixth, and 13 composed of children in more than one grade, taught by a specialist.

Table 1 summarizes these data for grades three to six. As can be seen there, the evaluation of the MES program in the middle and upper elementary grades is based on 300 observational visits to classes, all but 68 selected by project staff.

At the same point in time as the second visit to the upper elementary grades, a special team of observers, selected because of their specialization in early childhood education, was sent into six of the ME schools to observe prekindergarten through grade two. Sixty-eight classes were observed in this phase of the project: 13 prekindergarten, 16 kindergarten, 20 in first grade,

Table 1

Number of Classes Seen in Middle
and Upper Elementary Grades in MES
by Visit, Grade in School,
and Selector

Grade in School	Visit				All Visits
	One Selected by Project	Selected by Princ.	Two Selected by Project	Three Selected by Project	
3	34	17	21	10	82
4	30	21	22	15	88
5	29	22	21	20	92
6	11	8	10	9	38
Total	104	68	74	54 ^a	300

^a Thirteen classes were composed of children in more than one grade,
taught by a specialist.

and 19 in second grade. In selecting these classes for observation, the procedure for the first visit was used; i.e., project staff randomly selected two-thirds of the classes and principals were then notified of our selection and invited to select the final third of the classes. Because of absences and some late scheduling changes of the eventual 68 classes seen, 39 were selected by project staff and 29 by the principals. Then during the third visit, an additional 23 classes were seen, consisting of 1 kindergarten, 9 first grades, and 12 second grades. All 23 of these classes were chosen by project staff. In all, 91 classes were seen in the early childhood years.

In eight control schools, as was noted earlier in this section, two visits were conducted with only the first visit in January devoted to class observations. This visit was scheduled in the same manner as was the first visit in MES; six classes were randomly selected by the project staff and the principal was invited to add three others after learning which six we had selected. Of the 72 classes selected in this way, 68 were actually observed, 44 selected by project staff, and 24 selected by the principal. By grade, these involved 24 classes in grade three, 19 in grade four, 17 in grade five, and 8 in the four control schools that included grade six.

Table 2 summarizes the number of classes seen in the control schools, by grade and by selector.

The Instruments

Nine research instruments were used during this study. Each of them will be discussed and its role in the evaluation explained.

Table 2

Number of Classes Seen in Middle
and Upper Elementary Grades
in Control Schools, by
Grade in School, and
Selector

Grade in School	Selected by Project	Selected by Principal	Total
3	14	10	24
4	15	4	19
5	11	6	17
6	4	4	8
Total	44	24	68

1) The Individual Lesson Observation Report (hereafter referred to as the ILOR).

This instrument was the basic device for obtaining the observers' perceptions of the lessons observed. The ILOR consists of two sections, one providing the details of the lesson observed and the other containing 18 rating scales covering specific aspects of the lesson. In the first section, the observer was asked to indicate the subject field of the lesson, who taught the lesson, the length of the observation, and whether or not the observer saw the entire lesson. Finally, the observer was asked to indicate whether or not he perceived this lesson as "typical of normal functioning in this classroom." Throughout the study, about two-thirds of the lessons were rated as being "completely typical" and another one-fourth as being a "reasonable approximation" of what usually took place in the classroom. At each visit then, five or six per cent of the lessons were rated as "less than a reasonable approximation" of normal functioning in the classroom.² Most often these ratings involved some special activity or a non-teaching activity. In only isolated instances did the rating reflect the observer's judgment that he was watching a lesson particularly developed for his benefit.

The second section of the ILOR was developed to cover four areas of classroom functioning involving the teacher, and a fifth involving the children. The four areas involving teacher functioning were:

1) Planning and Organization (2 items); 2) Provision for Continuity and

²These classes rated as not typical during the first visit were selected for observation during the second visit. In no case was the rating repeated, although the observer was different and did not know of the first rating.

and Independent Work (4 items); 3) Adaptation to and Utilization of Class Size (2 items); and 4) Creativity and Quality of Instruction (5 items).

The fifth area consisted of five items on children's functioning.

The basic rating scale used was a five-point scale centered around a midpoint considered "average." Above this midpoint were two ratings, one labeled "above average," and an extreme positive rating labeled "outstanding." Below the average midpoint were two parallel negative ratings, one labeled "below average" or "poor," and the negative extreme, usually labeled "extremely poor." More important than the labels, was the fact that during the briefing of the observers the five-point scale was explained as ranging from atypically good to atypically bad, around the average midpoint.

Reliability and Validity of the ILOR

No attempt is made on the ILOR to delineate or describe for the observer what each of the rating scale points means in terms of actual classroom behavior. Nor was any effort made to do this during the briefing. This means that each observer brought to the observation his own perception of quality functioning in each area. The value of these data then rests on the reliability of such judgments by independent observers. Estimates of this reliability are available from two sources. The ILOR was first used in the 1966-67 evaluation of the Free Choice Open Enrollment program. Here, estimates of its reliability were provided by having two observers see and rate the same class, and computing the per cent of time they assigned ratings which were identical or within one scale point. For different aspects of the ILOR, these estimates were 90.6 per cent and 96.4 per cent. This same procedure was followed in this evaluation of MES. In each visit to each school, one class was randomly selected to be seen by the two observers who completed the ILOR independently. Analysis of these data indicate that overall, the observers either gave the same rating or ratings one point apart, 95 per cent of the time. For the items on teacher functioning, the estimate of reliability was 96.4 per cent and for the items on children's functioning 92.7 per cent. Moreover,

almost all of the discrepancies of a single scale point involved differences within the same quality of evaluation, e.g., a difference between a rating of 1 representing "outstanding" and a rating of 2 representing "above average."

Thus the data from both these studies suggest that the ILOR produces reliable ratings of the phenomena being observed, despite the lack of any definitions of gradations of quality.

In addition to these reliability estimates based upon independent ratings of the same lessons, we noted earlier in this section that we sought to estimate the stability of extremely positive or negative ratings on the ILOR over a period of time. To accomplish this, we selected a sample of classes rated during the first visit at either the positive or negative extreme of the scale on quality of instruction. During the second visit we sent a different observer to these classes. The observer had no knowledge that the class had been seen before, and if he discovered this during the visit, had no basis for knowing why it was being seen a second time. The two sets of ratings were compared for these 38 classes and were identical, or within one scale point of each other 81 per cent of the time. This indicates that the observer's judgment of extreme high or low quality instruction is reasonably stable over time.

As to validity, the ILOR can only be defended in terms of validity of content. The basic source of the 18 aspects of classroom functioning which were evaluated were the objectives stated or implied in the project proposal for More Effective Schools. These were supplemented by some criteria added by project staff and our consultants.

2) The Teacher Behavior Record

The observers rated teacher's attitude and in-class behavior using the Teacher Behavior Record (TBR), an instrument developed by Ryans.³ This instrument asks the observer to rate the teacher on 19 different attitudinal or behavioral characteristics. For each characteristic opposite behaviors are described both through single adjectives (e.g., unsympathetic, understanding), and through a brief explanation of each extreme. The observer is offered a seven-point rating scale for each characteristic.

Reliability and Validity of the TBR

In his book, Ryans reports varied estimates of reliability for the scale.⁴ For the 19 separate subscales, he reports reliabilities ranging from .60 to .86, and for the composite scale he reports reliability estimates ranging from .64 to .70.

For the use to which we put the TBR, reliability can also be estimated from the 1965-66 study of the Free Choice Open Enrollment program in which it was used, and from the current study, in each case based on pairs of independent ratings. In the Open Enrollment study, for ratings of 21 teachers, the ratings were identical or one scale point apart 76.4 per cent of the time, and two scale points apart 18.3 per cent of the time. Thus they differed more than two points only 5.3 per cent of the time. Similar data are available from the current study, and indicate slightly higher consistency. In this study, 80.6 per cent of the pairs of ratings for 19 teachers were identical to within one scale point, and another 15.8 per cent were within two points,

³Ryans, D.G. Characteristics of Teachers, American Council on Education, (Washington, D.C., 1960) pp.414.

⁴Ibid, pp. 107-121.

with only 3.6 per cent three points apart, and none more than this.

3) The General School Report

At the completion of the first visit, each observer independently completed a second instrument, called the General School Report (GSR). The GSR consisted of four sections. In the first section, the observer was asked to rate two special features of the MES program; reduced class size and heterogeneous groupings. He was then asked to rate the extent and the effectiveness with which he had seen these features used. The second section was designed to obtain some estimate of the overall climate and character of the school. This section consisted of eight items using the basic five-point rating scale used in the ILOR. Two of these items involved the physical attractiveness of the school and the classes; the other six covered aspects of school climate, in general, and specifically, attitudes of administrative and teaching staff and children. The third section of the GSR offered the observer the chance to list the effective features of MES as well as the problems he saw in the school which he considered peculiar to MES. The final section of the GSR asked the observer to indicate his overall appraisal of MES, based on this visit, assuming that the instruction he had seen was typical of all MES schools. There were three items designed to obtain this overall estimate: one asked how the observer would feel about having a child of his own in the school, one asked for an opinion of what should be done about MES, and one asked for an opinion as to whether the instruction he had seen was superior to that offered in the typical school.

In the control schools, the GSR was briefer, since the first and third sections referring specifically to MES were eliminated.

Reliability and Validity of the GSR

The reliability of the GSR can be directly estimated due to the fact that in each school two observers completed it independently.

Reliability was estimated only for the items on climate and attitude since the observer's perception of physical attractiveness might well have been different since they were in different classrooms. The pairs of ratings on climate and attitude were identical or within one scale point of each other 91 per cent of the time. Equally important, all but two of the larger discrepancies involved one observer giving a rating of average while the other gave an extreme rating. Thus, only twice in 120 pairs of ratings did the observers differ in the quality of their ratings and both these discrepancies involved the same two observers in the same school.

On the third section, the overall ratings of the program were based on its functioning in the school just seen. These ratings were identical or to within one scale point of each other 90 per cent of the time, and here too there were only two instances of qualitatively different responses.

In general, then, the GSR demonstrated satisfactory reliability, as the estimates obtained were consistently high and as the discrepancies which did occur seldom reflected observers coming to opposite conclusions.

The validity of the GSR, like that of the ILOR, rests on the content it includes. The first section has its origin in the basic description of MES, and the criteria included in the later sections stem both from the MES project proposal and the perceptions of project staff.

4) The Teacher Questionnaire

In an effort to obtain a wide basis for estimating teacher reaction to MES,

a paper and pencil questionnaire was prepared and mailed to all 1143 classroom and cluster teachers⁵ listed on the school organization sheets given to us. Of these, 371 were returned to the project in the stamped envelope provided, a return of 32.4 per cent. This is a reasonable return for a mailed questionnaire, but was disappointing in this instance, since we had assumed that staff involvement in the future of MES would motivate a large proportion of the teachers to take the opportunity to express their opinion for the record. For reasons we cannot estimate, they did not take the opportunity in proportions much larger than people typically do when mailed a questionnaire.

There were no differences in the proportion of returns from the schools which had MES three years compared to those which had had MES only two years. There were differences, however, for the different grades taught. The low returns came from teachers in kindergarten (26 per cent), grade one (29 per cent) and grade four (30 per cent), with the higher response from the teachers in grade six (43 per cent) and prekindergarten (48 per cent). No pattern is indicated in these differences and so they are most probably chance fluctuations. Somewhat larger proportions of regular classroom teachers (34 per cent) returned the questionnaire than of cluster teachers (27 per cent), but this too seems to us to be a statistic of limited educational significance.

The questionnaire, deliberately kept brief, covered three areas:

- 1) descriptive information about the background experience and current

⁵A cluster teacher is an additional teacher assigned to work with a group of three other teachers on a regular basis, to relieve these teachers for preparation time; to allow for work with smaller groups in a class.

position of the teacher; 2) a general appraisal of MES and of ten specific features of the program, and 3) the teacher's perception of the strengths and weaknesses of MES and his recommendations to improve the program. It concluded by asking if the teacher were willing to be interviewed to discuss his views further. Of the 371 who returned the questionnaire, 271 or 58 per cent said they were willing, 115 or 31 per cent said they were not, and the other 39 (11 per cent) left the item blank. All teachers interviewed subsequently were selected from the 271 who had said they were willing.

5) The Administration and Staff Interview Guides

To provide administrative and teaching staff and specialists with an opportunity to express their opinions about MES, half of the observers' time during the second and third visits was devoted to conducting individual face-to-face interviews with these members of the school faculty. These were structured interviews, in which the observer was given a specific list of questions to ask. For many questions, the guide also provided options for the observer to categorize the nature of the response and, where appropriate, rate the opinion expressed on a positive-negative scale. During their briefing, it was made clear to the observers that they were free to ask as many additional questions as necessary for clarification. Thus they were encouraged to continue to ask questions until they felt comfortable about the categorization or rating.

The interview guides for teachers and specialists were intended to cover seven areas: 1) the respondent's opinions about MES in general and as implemented in his present school, 2) his perceptions of the orientation and/or special training received for MES, 3) changes made

as a result of MES in areas like curriculum and methods of instruction, 4) his perception of changes in children's functioning and attitudes, 5) his perception of the changes in parent-school relationships, 6) his opinions as to differences in his own role and functioning in an MES as opposed to a regular school, and 7) the strengths and weaknesses of MES and recommendations for improving the program.

The interview guide for the principal covered these same seven areas. The area of parental response was covered in much greater detail, as the principal was asked to describe his efforts to establish school-parent relationships. In addition, he was asked about how MES was introduced into the school and his reaction to the administrative aspects of the program.

During the second visit, interviews were conducted with all twenty of the principals in schools which had middle and upper elementary grades. At this same time, interviews were also conducted with 38 assistant principals (at least one in every school), 19 guidance counselors, 16 reading specialists, 9 community coordinators, 6 school psychologists, 5 social workers, 5 audiovisual specialists, and 22 other specialists in health, speech, music, art, and library, with no more than four interviewed in any one specialty.

Teacher interviews were conducted at the third visit. Again the observers used about half of their time in each school to conduct these interviews. A total of 81 interviews with teachers were conducted using the basic outline discussed above. Since it was not possible to interview all 271 teachers who had indicated a willingness to be interviewed, some basis for selecting had to be developed. It was decided to use the teachers' overall opinion about MES (as expressed on the questionnaire) and the grade she was teaching as the basis for

selection. Since only 12 teachers had expressed negative opinions about MES, it was decided to interview all seven of these 12 who had said they were willing. Similarly, all 15 willing to be interviewed of the 24 who had only "slightly positive" feelings were interviewed. The sample was completed by randomly selecting a 15 per cent sample of those with strongly positive feelings to represent the different grade levels.

It is important to note, however, that because of this selection process the sample of teachers ultimately interviewed cannot be considered a randomly selected sample of those who said they were willing. The small proportion with negative or slightly positive feelings is more fully represented than the large majority (86 per cent) with "strongly" or "completely positive" feelings. In the presentation of the data from the interviews with teachers, this point should be kept in mind.

6) Children's Perception of Class, School, and Schooling

To obtain some estimate of how the children in the ME and control schools felt about their school, their class, and their own place in the educational process, two paper and pencil inventories were used, one entitled My Class, and the other My School. My Class consists of twenty descriptive statements about class and classmates, to which children can either agree, disagree, or indicate uncertainty. Ten of the statements are phrased positively, and ten negatively. The instrument can be, and was, analyzed to yield both the response pattern to each item and a total score for each child expressing his general orientation on a positive-negative continuum. My School is a similar inventory, except that the 17 statements that comprise it are oriented to school, school staff, and the child's own perception of himself as a learner, in general and during the past year. This inventory offers the child

two gradations of a positive response and two of a negative response. It was analyzed in terms of item response patterns only.

These inventories were used only in grades four, five, and six. Every child present on the day when they were administered received one of them. Within each grade in each ME and control school, classes were randomly assigned to receive either My Class or My School. Even though these were used only in the upper grades, children were paced through the inventory by a project staff member who read each item aloud. To maximize the likelihood of frank responses, teachers were asked to leave the room while the inventories were being completed.

No data are available on the reliability of these inventories. Some indication of the stability of My Class is provided by the fact that it was used in two studies of the children in the Free Choice Open Enrollment program. These studies, conducted two years apart, nevertheless reported similar, and often nearly identical data, both for the item response patterns and the distribution of total scores on the positive-negative continuum.

7,8) Children's Achievement in Reading and Arithmetic

The estimates of children's academic achievement reported in this study are all obtained from the administration of the Metropolitan Achievement Tests in Reading and in Arithmetic. The tests in reading were administered in October 1966, and again in April of 1967. The test in arithmetic was administered in March of 1967. These three administrations were part of the citywide testing program. The tests were given in class by the regular classroom teacher. They were scored by the test scoring service provided by the publisher. Through provision made by the Center for Urban Education and the cooperation of the Bureau of Research of the New York City Board of Education, copies of all data were transmitted directly to the project staff.

Our initial analyses of these current data, and particularly comparison of the April 1966 reading scores with the October 1966 reading scores, suggested that in ME schools there was evidence of a decline in reading level from the levels achieved in April to the levels reported in October. Therefore, we requested permission from the Board of Education to permit project staff to test a sample of classes in MES schools in June 1967 to determine if progress continued after April and the decline came over the summer months, or if there was evidence of some tapering off as early as June. This permission was granted. In early June, therefore, an alternate form of the Metropolitan Reading test was administered by project staff in 218 classes in grades two through six of the twenty MES schools with such grades.

The publishers of the Metropolitan Reading Tests offer two different sets of norms by which standard scores can be converted into grade equivalents. One of these sets is used to convert scores using national norms. The second set has been developed for use in large urban centers where the proportions of transient and mobile pupils and of disadvantaged pupils make the use of the national norms of doubtful validity. For any one score, the use of the urban norms results in a grade equivalent .1 or .2 higher than that obtained through the use of the national norms. Since the test scoring service involved used the urban norms as the basis for determining grade equivalents, the data reported here on achievement in reading are .1 to .2 higher than they would be if national norms had been used. This reference will be provided the reader in the section reporting these data.

Two other points are important to keep in mind in evaluating the achievement data reported here. The Metropolitan Achievement Tests in Reading come in several levels. Three levels were used in the schools being studied here: the Upper Primary level used in grade two, the

Elementary level used in grade three and four, and the Intermediate level used in grades five and six. Each of these levels has both a "floor" and a "ceiling," in the sense that there is both a minimum and maximum grade level a child can achieve. For example, on the Upper Primary and Elementary levels, a child who gets no items correct will nevertheless obtain a reading grade equivalent of 1.0. On the Intermediate level, this minimum reading grade equivalent is 3.0. At the opposite end of the scale, a child who turns in a perfect paper on the Intermediate level cannot achieve a reading grade equivalent above 10.0, and the maximum on the Elementary level is a reading grade equivalent of 7.9. Because of this curtailment at both ends of the distribution, we have reported averages in terms of medians throughout the sections reporting these data.

Another critical aspect of the Metropolitan Tests which should be understood in evaluating these results is that each item the child answers correctly is converted to .1 of a reading grade and in some instances a single item is converted to .2 of a reading grade. Thus, when we speak of differences of a tenth of a reading grade we are referring to differences of one item correct. For example, a fourth grader who took the Elementary level of the Metropolitan Test in Reading and answered 28 items correctly would have a reading grade equivalent of 4.5. A second fourth grader who took that same test and answered 29 items correctly would have achieved a reading grade equivalent of 4.7.

9) Ethnic Composition, Evaluation of Attendance, Class Size and Cost

At an early planning session of project staff with representatives

of the Bureau of Research of the Board of Education, it was decided that it would be valuable to extend for another year the analysis of attendance, class size, ethnic composition of schools, and costs contained in the Bureau's 1966 report of MES. Since these data are routinely collected by the Bureau of Educational Program Research and Statistics, they were regularly available. Dr. Leonard Moriber of the Bureau not only collected these data, but also wrote a summary on them. This section appears, as he prepared it, in Appendix A.

Bases For Evaluative Conclusions

Any evaluation study must have bases against which to come to evaluative judgments. In this study we used four different bases. In the areas from which we desired rating data from the observers, we compared the distributions of ratings obtained in the ME schools with two other sets of ratings. The first set was that obtained from those schools officially designated as control schools for the evaluation of the MES program. These are the same schools used for comparative purposes in the 1966 evaluation reported by the New York City Board of Education. The second set of data that we used were obtained from the 1966-67 evaluation of the Free Choice Open Enrollment program. Since this evaluation was conducted by the same research staff, we deliberately used the same observers, and to the extent they were applicable, the same instruments for rating children's functioning, teacher functioning, and aspects of overall school quality. In this evaluation, then, we used the ratings obtained from the 11 "sending" schools studied for the Free Choice Open Enrollment program. These are special service schools from which children are bussed to other schools

in order to promote integration. The sending schools from which data are reported here were randomly selected from all sending schools in Manhattan, the Bronx, Brooklyn, and Queens.⁶

In the areas of achievement in arithmetic and reading we used as bases of comparison the norms for urban schools provided by the publisher, and the conventional standard of dividing the school year into nine testing intervals, from the 15th of September through the 15th of June, with the tenth interval over the summer. Since all tests reported here were given in either the first two weeks of October, March, or April, we used as normal expectation the grade plus one month (for October), six months (for March), or seven months (for April). Achievement was also compared in the matched control and ME schools. Finally, to evaluate the long-term effect of the MES program we used as a base-line the data available from the ME schools before the program began. In a sense, this is matching these schools with themselves as a control. For research purposes, this measure provides the soundest basis for evaluation of change.

Analysis of Data

The nine areas in which instruments were used produced data of different kinds. We shall note here how these data were analyzed and how they will be presented. The observers' ratings of lessons, classes, schools, and teachers all produced objective rating data. These were initially analyzed at a maximum level of specificity to make possible

⁶There are no sending schools in Richmond, since Open Enrollment does not operate there.

several comparisons. Thus, data were analyzed separately and compared for: 1) whether the class seen was chosen by the principal or by project staff (on the first visit only); 2) the background and experience of the observer, i.e., educator on faculty, educator in independent education, or social scientist; 3) the grade in school; 4) the subject of the lesson; 5) whether the school was an old or a new ME school.

There were no consistent differences between the gradations for any of these variables, therefore, the rating data will be reported for all schools and all grades combined. We noted earlier that for a few items the independent school educators had more positive ratings than either group of faculty members. Similar isolated differences occurred, of course, for all of the five comparisons made above. But overall, the data within comparison were so remarkably stable and similar that they were combined for simplicity of reporting and understanding.

The same similarity holds between the levels of achievement in Old and New ME Schools in arithmetic and reading. We have, however, reported the data separately so that the new data can be used by any reader wishing to employ them in order to extend data in areas reported in previous evaluations of MES. All previous evaluations which refer to achievement have, as we have done, distinguished the Old from the New ME schools.

The data obtained from the paper and pencil instruments administered to children and to teachers were handled in the same way as the rating data, and the same consistency was found. Therefore, they too

are reported for all schools and grades combined.

Finally, the data from the open-end questions on all instruments: observers, interviews, and teacher questionnaire, were subjected to a simple descriptive content analysis and are presented for all schools and grades combined.

In contrast to the similarity of the data by variables such as who chose the class, type of observer, and grade in school, there were sharp differences from school to school within the 20 or 21 ME schools.⁷ Therefore, throughout the report an effort will be made to indicate the scope of this variability to the reader.

A final aspect of the data analysis was to test for the statistical significance of the observed differences in the distribution of ratings between ME and control schools, and ME and OE sending schools. This was done by using the chi-square test, at the .05 level of significance.

Presentation of Data

The results of the evaluation are presented in Chapters three through seven. Chapter three presents the data on children's functioning, combining the observers' ratings, the children's perceptions, and the levels of achievement in arithmetic and reading. Chapter four presents the data on teachers' functioning, based on observers' ratings. Chapter five presents the observers' ratings in the area of overall school appraisal. Chapter six presents the data on child and teacher

⁷In the analysis of data from the middle elementary grades there are twenty schools in the MES program which have such grades. The 21st school goes up to grade two, and is therefore included in the analysis of data on the early childhood grades.

functioning for the study in the early childhood years. Finally, Chapter seven presents the data on staff preceptions of the MES program. In these chapters presenting the results of the study, the basic purpose will be to descriptively present the data. The discussion of the results and conclusions of the study, as seen by the project coordinator, will be presented separately in Chapter eight.

CHAPTER III

CHILDREN'S FUNCTIONING

The basic aim of MES is effective functioning of children. This evaluation estimated pupil functioning in four ways. First, within the ILOR there were five items through which the observers were asked to rate the children's "interest and enthusiasm," "verbal fluency," "participation" in the lesson, "spontaneous questioning," and "volunteering in response to teacher questions." Second, the children's own perceptions of class, school, and self as a learner were obtained through the inventories, My Class and My School. Third, academic achievement in arithmetic was estimated from the Metropolitan Achievement Test administered in March 1967, from the Metropolitan Achievement Test used in previous evaluations of MES. Finally, more extensive data were available to estimate achievement in reading. These data were from the Metropolitan Achievement Tests administered during this evaluation in October 1966, April 1967, and June 1967, and also administered twice in each of the preceding two years. These four kinds of data will be discussed in this chapter in the order noted above.

Ratings of Children's In-Class Functioning

Of the five aspects for which the observers rated children's functioning in class, the ratings in ME and control schools were no different on four: verbal fluency, interest and enthusiasm, extent of participation, and frequency of volunteering in response to teacher questions. The one difference occurred in the frequency of spontaneous questioning; the

small proportion of times this occurred in ME schools was even smaller in the control schools. Overall, then, the data suggest that in both sets of schools the children exhibited what the observers considered average verbal fluency and better than average interest and enthusiasm. More than half the class participated in the modal lesson, and more than half volunteered a response when the teacher asked a question. In contrast, very few children raised spontaneous questions in the lessons observed. Data for these five aspects are presented individually.

Aspect of Evaluation
and Comparison

Finding

1) Verbal fluency of children who participated in lesson:

There was no statistically significant difference between ME and control schools or between ME and OE sending schools.

In about 40 per cent of both the ME and control school lessons, the verbal fluency of the children was rated "average"; in about 35 per cent it was rated "below average" or "extremely poor." In only a quarter of the lessons in either ME or control schools was the fluency rated "better than average" or "outstanding."

Per Cent

Scale	OE		
	MES	Control	Sending
Outstanding	2	1	2
Better than average	20	24	19
Average	42	40	40
Below average	32	30	33
Extremely poor	4	5	6

Source: ILOR

Aspect of Evaluation
and Comparison

2) Children's interest and enthusiasm during lesson:

There was no statistically significant difference between ME and either control or OE sending schools.

Source: ILOR

Finding

About half the lessons observed in both the MES and control schools received "better than average" or "outstanding" ratings with the majority of other ratings "average."

Scale	<u>Per Cent</u>		
	MES	Control	OE Sending
Outstanding	14	5	11
Better than average	37	39	36
Average	30	36	29
Below average	12	17	18
Extremely poor	7	3	6

3) Overall participation of children in lesson:

There was no statistically significant difference between ME and either control or OE sending schools.

Source: ILOR

In three-fourths of the MES lessons and two-thirds of the control lessons observed, "more than half" or "almost all" the class participated; the remaining lessons were about evenly divided between those in which "half the class" participated and those in which "less than half" participated. Only rarely did "few" children participate in a lesson.

Scale	<u>Per Cent</u>		
	MES	Control	OE Sending
All, or almost all the class participated.	40	34	32
More than half the class participated	36	33	40
About half the class participated	9	15	13
Less than half the class participated	9	17	8
Few children participated	6	1	7

Aspect of Evaluation
and Comparison

4) Proportion of children who volunteered in response to teacher questions:

There was no statistically significant difference between ME and control or OE sending schools.

Source: ILOR

Finding

In about half the lessons observed in both ME and control schools, "more than half, or "almost all" the children volunteered. Most ratings for the remaining lessons indicate that "about half the children" or "less than half" of the children volunteered. Only occasionally did "very few" children participate.

Scale	Per Cent		
	MES	Control	OE Sending
Almost all the children	18	12	15
More than half	32	31	17
About half the children	20	29	38
Less than half the children	20	13	19
Very few children	10	15	11

5) Number of children who raised spontaneous questions:

There was a statistically significant difference: although in only a few lessons did many children raise spontaneous questions, this did happen more often in ME than in either control or OE sending schools.

In the overwhelming majority of both ME and control school lessons, "less than half" or "very few" children raised spontaneous questions. Nevertheless, this occurred in fewer ME than control lessons, so that in 15 per cent of the MES classes compared with only five per cent of the control lessons, half or more of the children raised spontaneous questions.

Scale	Per Cent		
	MES	Control	OE Sending
Almost every child	1	0	1
More than half	6	1	1
About half	9	4	4
Less than half	17	9	10
Very few children raised spontaneous questions	67	86	84

Children's Perceptions of Class, School, and Self as Learner

As noted in the procedure section of the inventories, My Class or My School was administered to all children in grades four, five, and six of the twenty ME schools with such grades, and in the eight control schools. Table 3 presents the number of children completing each of the inventories, by grade and type of school.

Table 3

Number of Children Completing My Class and My School,
by Grade and Type of School

Grade	<u>My Class</u>			<u>My School</u>		
	Old MES	New MES	Control	Old MES	New MES	Control
4	616	486	328	606	481	338
5	545	413	286	540	418	263
6	335	192	131	259	139	144
All Grades	1496	1091	745	1405	1038	745

The inventory, My Class, yields an overall score which reflects the child's perception of his class and classmates. The distribution of such scores is presented in Table 4 for ME schools and for the control schools. As a further basis of evaluation, Table 4 also presents the distribution of scores on this instrument obtained in June 1966, during the evaluation of the Free Choice Open Enrollment program. Data are available from that study reflecting the perceptions of children in "sending schools" (i.e., those schools from which children were bussed) and the perceptions of children participating in the Open Enrollment program (i.e., children

Table 4
Distribution of Scores on My Class,
by Type of School

Quality of Perception	Score	Per Cent of Children Achieving Indicated Score in:			
		MES	Control	Sending	Open Enrollment
Positive	20-16	2	1	0	0
	15-13	4	3	0	0
	12-9	12	6	7	13
	8-5	18	17	29	35
	4-1	23	24	34	27
Balanced	0	6	8	7	9
Negative	1-4	18	23	18	13
	5-8	12	14	5	3
	9-12	4	3	*	*
	13-15	1	1	0	0
	16-20	*	*	0	0
Total Positive		59	51	70	75
Total Negative		35	41	23	16
Median		+2.1	+0.8	+2.9	+4.2

*There were some children in this category but too few to round to 1 per cent.

who were bussed to other schools). Since there were no consistent differences in the scores achieved by children in old and new ME schools or in the different grades to which My Class was administered, the data in Table 4 are presented for all grades combined in all ME schools.

The scores in ME schools covered the full range of possible scores, with a heavy clustering in both the mild positive (41 per cent) and mild negative (30 per cent) points of view. The median score of 2.1 corroborates this view, for it too reflects that the average child in the ME schools had a slightly positive perception of class and classmates. Overall, 59 per cent of the children in ME schools had positive perceptions. Comparing these data to those of children in the control schools, the MES children had slightly more positive perceptions, since 51 per cent of the children in control schools had positive perceptions and the median score was .8.

However, comparing the data to those collected a year earlier in the 1965-66 evaluation of the Free Choice Open Enrollment program, we find the children in ME schools were less likely to have positive perceptions than either the children in sending schools or those being bussed to an open enrollment school. This is true particularly in comparison to the children bussed, 75 per cent of whom had positive perceptions with a median score of 4.2.

Even allowing for the year lapse between the two studies, one would conclude that the MES program has not had any pronounced impact on children's perceptions of class and classmates, as measured by this instrument.

In addition to the overall score, My Class can be analyzed in terms of the response pattern to the individual items. When this was done, no

differences were found between Old and New ME schools. The data for the analysis of the items are reported in Table 5 for all ME schools combined. As a further basis for comparison, the data from the 1966 study of Open Enrollment are also included.

A glance down the first two columns of Table 5 indicates that the differences between ME and Control children are usually negligible: the differences are five per cent or less for nine of the 19 items, and are between six per cent and ten per cent for seven more items. The differences exceed ten per cent for only three items, and in all three, larger proportions of children in the ME school held the positive perception. These items involved the fact that MES children were more likely to express a feeling of belonging to the class, to note that the children in class are willing to try something new, and to note that they do have the things needed to do their best work.

Comparing the children in ME and OE sending schools, the differences were even smaller than in the comparison of ME and control schools. For 18 of the 19 items the differences were five per cent or less. In fact, for 12 items the differences were two per cent or less. The one difference beyond the five per cent level was only six per cent. Compared to the children bussed in Open Enrollment, differences were five per cent or less for 11 items, and exceeded ten per cent for three. On all three, the Open Enrollment children were more likely to hold the positive perception; that is, larger proportions of Open Enrollment children believed that everyone in their class had a chance to show what he could do, and that their classmates were polite and not mean.

Table 5

Item Response Patterns for My Class, by Type of School.*

Statement	Type of School			
	MES	Control	OE Send	OE Rec'y
Everyone can do a good job if he tries.	92	93	95	94
Good class, except for one or two children.	85	83	82	82
Do interesting things in class.	77	83	78	82
Can have a good time in class.	74	72	78	74
Not hard to make friends.	71	67	70	71
Children in class happy when you do something for them.	72	64	66	72
Everyone in class has a chance to show what he can do.	64	68	65	74
Don't need better classroom to do best work.	59	62	56	60
Everyone in this class wants to work hard.	52	45	52	61
Feel that they do belong in this class.	51	39	49	48
Everyone is trying to keep classroom nice.	47	40	43	53
Children in class are not pretty mean.	45	38	44	57
Children do want to try new things.	45	33	44	47
Do have things needed to do best work.	43	30	39	40
Everyone in class is polite.	38	31	38	48
A lot of children like to do things together.	34	32	32	38
Not many children in class are unfair.	32	28	30	38
Everyone in class minds his own business.	26	22	25	33
You can trust almost anyone in this class.	23	16	22	31

*Figures cited are percentage giving positive response.

The data in Table 5 also provide an insight into the MES children's perception of their class and classmates which, except for the few differences noted above, characterizes the other children as well. A large majority believe that everyone in their class can do a good job if he tries; that it is a good class except for one or two children; and is one in which they do interesting things. Smaller majorities agree that they can have a good time in the class and make friends easily; that the other children are happy when you do something for them; that everyone has a chance to show what he can do; and that everyone wants to work hard. They do not feel that they need a better classroom to do their best work, and, at the same time, do feel that they belong. However, they do not believe that everyone in class minds his own business, or that you can trust everyone in class. Nor do they believe that everyone is polite. Finally, they believe that many children are unfair. They do not believe that a lot of children like to do things together.¹

The other inventory used, My School, provides an insight into the children's perceptions of school staff, the school itself, and themselves as learners in general, all within the current school year. These data are presented in Table 6 for the same schools as were used in the analysis of My Class.

Half or more of the children in both ME and control schools held what is considered a positive perception for 16 of the 17 items. The one exception was the belief of children in both groups of schools that the

¹This summary is based on the modal (most frequent) response to each question.

Table 6

Item Response Pattern for My School, by Type of School.*

Statement	Type of School			
	MES	Control	OE Send	OE Rec'v
Teachers want to help.	98	98	96	99
What we are learning is useful.	92	89	91	91
Teachers explain clearly.	90	90	89	91
Teachers are really interested in me.	86	80	82	85
Learned more this year than before.	78	78	78	81
Principal is friendly.	78	72	78	76
Trip to school isn't too long.	78	68	80	66
Work isn't too hard.	77	67	78	78
School building is pleasant.	67	68	60	72
Teachers are fair and square.	67	66	65	74
Don't wish didn't go to school.	67	60	69	65
Work not too easy.	63	62	61	69
Good lunches.	54	70	44	46
If work hard, get somewhere.	56	48	54	51
Best school I know.	48	49	36	54
Teachers expect you to work too hard.	46	66	56	45
Boys and girls don't fight too much.	19	14	14	32

*Figures cited are percentage giving positive response.

"boys and girls fight too much," a belief voiced by 79 per cent of the ME children and 84 per cent of the control children. Differences between ME and control schools were less than ten per cent for 13 of the 17 items. For three of the four larger differences, the quality of the response was the same. These four differences reflected a larger proportion of ME than control children denying that the trip to school was too long, or that the work was too hard. In contrast, a larger proportion of control than MES children liked the school lunch, and noted that the teacher expects them to work too hard. This last item might be considered a negative response, but in a period when concern is voiced about teacher expectation, and the suggestion that it affects functioning makes the front page of the New York Times,² we judged it positive.

For My School, just as for My Class, differences between ME and sending school children were smaller than between ME and control school children. For 14 of the 17 items they were less than ten per cent, and in fact, for 11 they were two percent or less. The largest differences reflected more ME than sending school children liking the lunches, and believing the school they attended was the best school they knew, but fewer ME than sending school children believing that the teachers expected them to work too hard.

Comparing ME and OE children, differences were consistently smaller on My School than they had been on My Class. Only two differences exceeded ten per cent, and nine were two per cent or less. The two

²John Leo, "Study Indicates Pupils Do Well When Teacher is Told They Will," New York Times, August 8, 1967, p. 1.

largest differences involved the larger majority of MES children who denied that the trip to school was too long and the larger proportion (not a majority in either instance) of OE children who denied that the children in their class fight too much.

The profile of the MES school which comes through these data (in view of the small differences involved) is a profile of the other types of schools as well. It is of a school in which almost all the children believe that what they are learning is useful, that their teachers are really interested, want to help, and want to explain things clearly. A large majority see it as a school in which the principal is friendly, the work is not too hard and the trip is not too long, and where they felt (in May) that they learned more this year than last, but in which the boys and girls fight too much. Smaller majorities noted their belief that the school building was pleasant, the teachers fair, that they had no wishes not to go to school, and while they didn't think the work too hard, they didn't believe it was too easy either. About half said that the lunches were good, that if they worked hard they did get somewhere, that the teachers expected you to work too hard, and that the school they were attending was the best school they knew.

Achievement in Arithmetic

Data to estimate achievement in arithmetic are available from two sources. First, the children's current status can be estimated from data made available to the project from the citywide testing in arithmetic during early March 1967. These data can then be used to extend the longitudinal

study reported in the 1966 evaluation of MES by the Board of Education.

Current Status of Achievement in Arithmetic

Table 7 reports the current achievement levels of the children as of the administration of the Metropolitan Achievement Test in Arithmetic Problem Solving and Concepts in March of 1967. Differences between Old and New ME schools were negligible, and so we shall discuss only the columns headed "All." These data indicate that the children tested in grades two and three were functioning at normal levels, with the second graders .2 of a year above the norm, and the third graders .1 below. However, by fourth grade the children were .6 of a grade behind. This increased to .8 by fifth grade and to a year by sixth grade. The final rows of Table 7 show that variability from school to school was large, for within these twenty schools, the school with the highest median was at least one year, and as much as 1.9 years, higher than the school with the lowest median.

Table 7

Grade Equivalents in Arithmetic Problem Solving and Concepts
Test, Medians, Status in Relation to Norms and Range;
by Grade and Type of School.

Statistic	Grade 2			3			4			5			6		
	Old	New	All	Old	New	All	Old	New	All	Old	New	All	Old	New	All
Mean	2.8	2.7	2.8	3.4	3.5	3.5	4.3	3.9	4.0	4.8	4.8	4.8	5.8	5.4	5.6
Norm	2.6	2.6	2.6	3.6	3.6	3.6	4.6	4.6	4.6	5.6	5.6	5.6	6.6	6.6	6.6
Status in Relation to Norm	+.2	+.1	+.2	-.2	-.1	-.1	-.3	-.7	-.6	-.8	-.8	-.8	-.8	-1.2	-1.0
Lowest School Median	2.4	2.3	2.3	2.8	2.8	2.8	3.5	3.5	3.5	4.4	4.2	4.2	5.0	5.1	5.0
Highest School Median	3.4	3.3	3.4	4.4	3.9	4.4	5.4	4.3	5.4	5.6	5.3	5.6	6.5	5.9	6.5
Overall Range by School	1.0	1.0	1.1	1.6	1.1	1.6	1.9	.8	1.9	1.2	1.1	1.4	1.5	.8	1.5

The longitudinal effect of the MES program on arithmetic achievement is indicated in Table 8. These data extend the results of the two year study previously reported by the Board of Education³ through the third year of MES. Thus the data in Table 8 are based on the children in those schools who had the three full years of MES in the Old ME schools, or two years in the New ME schools. Considering the Old ME schools, two comparisons are available; first from those who were first tested as they began grade three and who were tested finally towards the end of grade five; and the second comparison for children initially tested at the beginning of grade four and finally tested towards the end of grade six. In both instances the two-year follow-up had shown that the children had decreased the extent of their retardation. However, the three year follow-up shows that in the first instance the children slipped back, and in the second, made no further advance. Thus the children initially tested at the beginning of the third grade when they were .5 of a year behind the norm were .7 of a year behind when tested towards the end of grade five. Those initially tested as they began grade four were 1.1 years behind compared to their retardation of .7 of a year when they were tested towards the end of grade six. All of this gain had, however, been achieved during the previous year.

The two comparisons for the New ME schools reported in Table 8 are inconsistent. In the first, we see a pattern of initial favorable impact which is not maintained, whereas in the second we see no impact at all.

³Evaluation of the More Effective Schools Program Summary Report, Bureau of Educational Research, Board of Education of the City of New York, September 1966.

Table 8
Longitudinal Study in Arithmetic
Achievement, Old and New MES

Grade	Date of Test	No. of Children	Median	Norm at Testing	Comparison with Norm	Net Change		
						by May '66	During '66-'67	by Mar. '67
<u>Old MES</u>								
3	Oct. '64	628	2.6	3.1	-.5			
4	May '66	628	4.5	4.8	-.3	+.2	-.4	-.2
5	Mar. '67	531	4.9	5.6	-.7			
4	Oct. '64	656	3.0	4.1	-1.1			
5	May '66	656	5.1	5.8	-.7	+.4	0	+.4
6	Mar. '67	408 ^a	5.9	6.6	-.7			
<u>New MES</u>								
4	Oct. '65	741	3.1	4.2	-1.1			
4	May '66	741	4.2	4.8	-.6	+.5	0	+.5
5	Mar. '67	383	5.0	5.6	-.6			
5	Oct. '65	694	4.0	5.2	-1.2			
5	May '66	694	4.5	5.8	-1.3	-.1	+.1	0
6	Mar. '67	102 ^a	5.4	6.6	-1.2			

^aThe Attrition here reflects the fact that few ME schools have a sixth grade.

Thus, children in the New ME schools initially tested as they began grade four were 1.1 years below the norm.⁴ They improved their status .5 of a grade during their first year in MES but made no further improvement during the second year. In contrast, the children initially tested when they began grade five basically did not change during their two years in MES. Towards the end of grade six, they were 1.2 years behind the norm, the same retardation with which they had begun grade five.

Overall, one would conclude that the MES program has not had any significant or consistent effect on the children's performance in arithmetic problem solving and concepts. Specifically, the 1966-67 school year was particularly unproductive. During 1966-67, in two instances there was no change in relation to the norm, in one an advance of .1 of a year, and in the fourth, a loss of .4 of a year, as can be seen in the next to the last column of Table 8.

Achievement in Reading

Data to estimate achievement in reading are available from three sources. First, as noted in the procedure chapter, copies of the results of the citywide reading tests administered in ME and control schools in October 1966 and April 1967, were sent to the project office. Secondly, data on previous years' testing were available from the previous evaluations of MES. Finally, for a sample of classes, project staff administered an alternate form of the Metropolitan Reading Test in June 1967. These several sets of data make possible a wide variety of analyses of the children's achievement in reading. We shall begin with the data on current status, based on the citywide testing done in April 1967.

⁴This norm is the second month of the school year since the children were tested after October 15.

Current Status of Achievement in Reading

Table 9 presents, by grade, the medians, interquartile ranges, and the overall ranges for the Old and New ME schools, and for all ME schools combined. The final row of Table 9 presents the normal level of expectation for the test given in the first two weeks of April of a school year. The norms used for determining these grade equivalents were the urban norms referred to earlier, and so the grade equivalents reported are .1 or .2 of a grade higher than if national norm tables had been used.⁵

There were no differences between the Old and New ME schools. In most instances the medians and quartiles were identical and never were they more than .1 of a grade apart. Thus, the fact that some schools had the MES program for three years and others for only two was not reflected in differences in reading levels achieved by the children in April 1967. In view of this lack of difference, the discussion below will be based on the data for all schools combined.

As can be seen by reference to the row headed "status in reference to the norm," on the average there was retardation in all grades, and generally increasing retardation at higher grades. Thus, second graders were almost at grade level with a negligible average retardation of .1 of a grade. By third grade this had increased to .3, and by fourth grade to .8. At the upper elementary grades, the retardation exceeded a year: 1.1 in grade five, and 1.2 for those schools with grade six.

Table 9 also reflects the extent of the variability in performance, both among children and between schools. Using a composite distribution,⁶ we identified the first quartile (that point below which 25 per cent of the group has scored) and the third quartile (that point below which 75 per cent of the group has scored). In between these points lie the middle

⁵These two sets of norms are discussed in the procedure chapter.

⁶Created by combining the separate distributions for each school.

Table 9

Grade Equivalents in Reading, April 1967, by Grade, Type of School,
Medians, Quartiles, Interquartile Ranges and Overall Ranges.

Statistic	Grade: 2			3			4			5			6		
	Old	New	All	Old	New	All	Old	New	All	Old	New	All	Old	New	All
Median	2.6	2.6	2.6	3.5	3.4	3.4	3.9	4.0	3.9	4.5	4.6	4.6	5.5	5.5	5.5
Norm for date	2.7	2.7	2.7	3.7	3.7	3.7	4.7	4.7	4.7	5.7	5.7	5.7	6.7	6.7	6.7
Status in Relation to Norm	-1	-1	-1	-2	-3	-3	-8	-7	-8	-1.2	-1.1	-1.1	-1.2	-1.2	-1.2
Third Quartile	3.3	3.3	3.3	4.2	4.1	4.2	4.7	4.8	4.7	5.7	5.7	5.7	7.4	7.2	7.3
First Quartile	2.2	2.2	2.2	3.0	2.9	2.9	3.2	3.3	3.3	3.8	3.9	3.8	4.4	4.5	4.4
Interquartile Range	1.1	1.1	1.1	1.2	1.2	1.3	1.5	1.5	1.4	1.9	1.8	1.9	3.0	2.7	2.9
Lowest School Median	2.3	2.2	2.2	3.2	3.0	3.0	3.3	3.6	3.3	4.1	4.4	4.1	4.7	4.9	4.7
Highest School Median	2.9	3.2	3.2	4.6	4.3	4.6	4.9	4.5	4.9	5.8	5.2	5.8	6.6	5.7	6.6
Overall Range by School	.6	1.0	1.0	1.4	1.3	1.6	1.6	1.9	1.9	1.7	.8	1.7	1.9	.8	1.2

50 per cent of the children and the range covered by this middle 50 per cent is indicated in the row headed "interquartile range." Thus, in the second grade, the middle 50 per cent of the children covered a range of 1.1 reading grades, i.e., were a bit more than one year apart in reading level. In the third and fourth grades, the ranges were only slightly higher: 1.3 and 1.4 years. But in fifth and sixth grades, the ranges increased sharply, to 1.9 years in grade five and to 2.9 years in grade six.⁷ Another way of noting the large variability is to compare school medians. This is done in the last section of Table 9. In this section, the lowest and highest school medians are indicated, as are the differences between them, i.e., the overall range between schools. This range is never less than one year, and is typically between one and one-half and two years. Thus, these data on variability make clear that for reading achievement, as for the data previously reported, the variability from school to school was so great as to lead to the conclusion that no consistent effect was achieved by the MES program.

Gains Achieved During the 1966-67 School Year

A second way of considering these reading data is to compare the data from April 1967 with those made available by the Board of Education from the testing in October 1966. This comparison provides an estimate of the gains achieved during the 1966-1967 school year. These data are reported in Table 10.

The period from October to April involves six months of the school year, and so normal gains in that period would be .6. With the exception of the sixth grade in the Old ME schools, all grades in both Old and New

⁷The dramatic increase in grade six reflects the atypically high performance of two schools, where children were reading at or above grade level in all grades. Although these schools affect the data in all grades, they have their maximum effect in grade six since there were only 12 schools with a sixth grade.

Table 10

Median Reading Grade Equivalents October 1966 and April 1967,
and Gains During 1966-67 School Year, Old and New MES
and Control Schools, by Grade

Grade	Type of School	Median Reading Grade		Gain
		October 1966	April 1967	
2	Old MES	1.8	2.6	.8
	New MES	1.8	2.6	.8
	All MES	1.8	2.6	.8
	All Control	1.7	2.3	.6
3	Old MES	2.5	3.5	1.0
	New MES	2.4	3.4	1.0
	All MES	2.4	3.4	1.0
	All Control	2.4	3.2	.8
4	Old MES	3.3	3.9	.6
	New MES	3.2	4.0	.8
	All MES	3.3	3.9	.6
	All Control	3.2	3.7	.5
5	Old MES	3.8	4.5	.7
	New MES	3.7	4.6	.9
	All MES	3.7	4.6	.9
	All Control	3.8	4.3	.5
6	Old MES	5.1	5.5	.4
	New MES	4.6	5.5	.9
	All MES	4.9	5.5	.6
	All Control	5.0	5.5	.5

ME schools achieved normal progress, and in grades two, three, and five the gains were between .1 and .4 beyond normal progress. In comparison, the control schools showed relatively normal gains in grades two and three (.2 above normal), but just under normal gains in grades four, five, and six.

Thus, these data suggest that the 1966-67 period was one in which the children in ME schools progressed normally in reading and did somewhat better than the children in the control schools. A more thorough comparison with the control schools which is presented below, strengthens this interpretation.

Comparison of Achievement Levels and Gains in ME and Control Schools

In addition to comparing the levels achieved in ME schools to those expected for the grade on the urban norms, another way of estimating the progress in ME schools is to compare each ME school with its control counterpart. These data are presented in Table 11 which presents separately, for each grade for which complete data are available, the median reading grade equivalent achieved in each school in October 1966, and in April 1967. The difference between these medians is also entered in the columns headed "Gain." At the bottom of Table 11 appears a summary of the comparison within each pair. Thus, this last section indicated that within grade two, comparing the eight pairs of medians from the October testing, the ME school in the pair had a higher median four times, the control school never had a higher median, and in four cases there was no difference.

These data indicate that in slightly more than half of the comparisons (18 out of 32) the children in the ME school began the year at a higher level of reading achievement. In six comparisons the control school children were reading better, and in eight comparisons there was no difference. In April, the children in the ME school were reading at

Table 11

Comparison of Gains in Median Grade Equivalents
in ME and Control Schools by Grade,
October 1966 to April 1967.

Pair	School Type	Grade											
		2			3			4			5		
		Oct.	April	Gain	Oct.	April	Gain	Oct.	April	Gain	Oct.	April	Gain
A	MES	1.7	2.4	.7	2.7	3.5	.8	3.4	4.0	.6	3.7	4.1	.4
	C	1.7	2.4	.7	2.4	3.1	.7	3.3	3.7	.4	3.4	3.9	.5
B	MES	2.3	2.9	.6	2.8	3.6	.8	3.9	4.9	1.0	5.0	5.8	.8
	C	1.8	2.5	.7	2.6	3.7	1.1	3.6	4.4	.8	4.6	5.1	.5
C	MES	1.7	2.3	.6	2.3	3.2	.9	3.1	3.3	.2	3.5	4.4	.9
	C	1.7	2.2	.5	2.3	3.0	.7	2.8	3.3	.5	3.4	4.0	.6
D	MES	1.7	2.6	.9	2.4	3.3	.9	3.2	3.8	.6	3.7	4.5	.8
	C	1.7	2.4	.7	2.3	3.1	.8	3.2	3.6	.4	4.0	4.1	.1
E	MES	1.9	2.8	.9	2.9	3.6	.7	3.3	4.2	.9	4.0	4.9	.9
	C	1.9	2.8	.9	2.4	3.5	1.1	3.6	4.2	.6	4.2	4.7	.5
F	MES	1.8	3.2	1.4	2.3	4.3	2.0	3.1	3.8	.7	3.5	4.9	1.4
	C	1.6	2.3	.7	2.4	3.2	.8	3.2	3.8	.6	3.5	4.3	.8
G	MES	1.6	2.3	.7	2.1	3.0	.9	3.1	3.9	.8	4.2	4.4	.2
	C	1.5	2.1	.6	2.2	3.0	.8	3.0	3.3	.3	3.3	4.0	.7
H	MES	2.0	2.8	.8	2.6	3.4	.8	3.7	4.3	.6	4.0	4.6	.6
	C	1.7	2.4	.7	2.5	3.3	.8	3.1	3.7	.6	4.0	4.5	.5
All Pairs	Mean Diff.	.14	.38	.15	.12	.25	.12	.12	.28	.15	.15	.38	.25
No. of times ME School higher		4	6	5	5	6	5	5	5	6	4	8	6
No. of times Control School higher		0	0	1	2	1	2	2	0	1	2	0	2
No. of times no difference		4	2	2	1	1	1	1	3	1	2	0	0

a higher level of achievement in 25 of the 32 comparisons, with the control school children higher only once. This change was based on the fact that the children in ME schools showed larger gains from October to April in 22 of the 32 comparisons. The magnitude of these differential gains, however, was small: .12 of a year in grade three, .15 of a year in grades two and four, and .25 of a year in grade five.

The Paradox of Normal Progress With Increasing Retardation

The data presented in Tables 9, and 10, seem to combine to produce the paradox of children gaining normally or better and simultaneously falling further and further behind normal levels, which is clearly impossible. An understanding of this apparent paradox is provided by considering the other 4 months of school year, i.e., the period after the spring testing and before the fall testing. Table 12 presents the data looked at in this way. This table has been constructed for the old ME schools, by taking the median grade equivalents reported in October 1964, when the program first began, and using these as a baseline for following progress in these schools across the three years. In the first section of Table 12 appear the data for the second grade in October 1964, and May 1965, followed by the data reported for the third grade in October 1965, and May 1966, and for the fourth grade in October 1966, and April 1967. The second section of the table reports the same data collections for grades three, four and five, and then for grades four, five and six.⁸

Then, for each of these three year periods Table 12 presents separately the changes from fall to spring and from spring to fall of the following grade. Comparing these two periods indicates a striking discrepancy. In these three sets of data there are nine comparisons reported from fall to spring. In six of these the ME schools improved

⁸It is important to note that these are not all the same children for each of the three years, since some children transferred out of these schools and others transferred into them. This factor will be considered in the next analysis of the data.

Table 12

Changes in Reading Level, Fall to Spring and Spring to Fall,
MES, October 1964 to April 1967

Grades	Statistic	Year 1		Year 2		Year 3		All Three Years
		Oct. '64	May '65	Oct. '65	May '66	Oct. '66	April '67	
2,3,4	Median	1.8	2.4	2.6	3.7	3.3	3.9	
	Fall to Spring							
	Change		+6		+1.1		+6	
	Expected Change		+7		+7		+6	
	Net Change		-1		+4		0	+3
	Spring to Fall							
	Change				+2		-0.4	
	Expected Change				+3		+3	
	Net Change				-1		-0.7	-8
3,4,5	Median	2.6	3.4	3.4	4.2	3.8	4.5	
	Fall to Spring							
	Change		+8		+8		+7	
	Expected Change		+7		+7		+6	
	Net Change		+1		+1		+1	+3
	Spring to Fall				0		-.4	
	Change							
	Expected Change				+3		+3	
	Net Change				-3		-7	-1.0
4,5,6	Median	3.0	4.1	4.4	5.2	5.1	5.5	
	Fall to Spring							
	Change		1.1		+8		+4	
	Expected Change		.7		+7		+6	
	Net Change		+4		+1		-.2	+3
	Spring to Fall				+3		-.1	
	Change							
	Expected Change				+3		+3	
	Net Change				0		-.4	-.4

their status in relation to the norms, and in one other they made normal progress. In only two instances did they lose ground. In contrast, of the six possible comparisons from spring to fall, the ME schools never improved their status, held their own only once, and lost ground five times. Moreover the data in the next to last column show that over the three-year period, from fall to spring the children gained .3 of a year beyond the norms. In contrast, from spring to fall they lost .8, 1.0, and .4 of a year. In all then, this results in an average gain over normal progress of .1 of a year from fall to spring, followed by an average loss of .7 of a year from spring to fall, made up of a decline of .4 and the unrealized gain of .3 of a year.

A comparative analysis of the data for the control schools for the period from April 1966, to October 1966, indicates that children in these schools did not gain as expected either. However, in contrast to the children in the ME schools, on the average, grades in the control schools either maintained their April median, or gained .1 of a year by October.

Put into practical terms, these data mean that a teacher in any one upper elementary grade in an ME school must spend at least the first few months, and in some instances more, simply making up the losses which occurred and the gains which did not, since the spring testing. Thus, while her children show a gain from October to April which seems normal, much of this was simply catching up for what happened to them since the preceding spring. Seen in this way, the data make clear why children seem to be gaining normally when looked at from the beginning to the end of each academic year, yet overall are falling further behind

as they progress through school.

This analysis suggests two others as fruitful for estimating the effect of MES on reading levels. One is to compare the school reading profiles each October and each April for the three years of the program. This has been done in Table 13. The second is to isolate the children who, as individuals, have had three full years of education in an ME school and see what their current status is.⁹ These data are presented in Table 14.

Change Across Three Years of MES

Considering Table 13, these data show no consistent effect of MES on the profiles in reading achievement, for the three October studies. The April data suggest that effects achieved in the first year of operation of MES have not been maintained successfully. Consider the October data for Old ME schools. In October of 1964, before MES existed, the median reading grade in the second grade was 1.8. Two years later, although MES had now been in effect for two years, and had concentrated on the early years, the children beginning grade two had the same median reading grade of 1.8. In grades three and five the median had actually declined although most of the children tested in October of 1966 had now had two years of MES. The only evidence of positive change appears in grade four, with an increase of .3, and grade six with an increase of .2. But the overall pattern of two grades declining, two increasing

⁹A third fruitful analysis would have been to study the changes in these individual children across the spring-fall-spring periods. This was one of the analyses planned for the summer of 1967 which had to be abandoned because of the fact that the use of Cumulative Record cards was not possible.

Table 13

Profiles of Median School Achievement in
Reading Across Three Years of MES,
by Grade, Type of School,
Fall and Spring

Grade	Type of School	Oct. '64	Oct. '65	Oct. '66	May '65	May '66	April '67	Projected May '67
2	Old MES	1.8	1.9	1.8	2.4	2.8	2.6	2.7
	New MES	X	1.6	1.8	X	2.4	2.6	2.7
3	Old MES	2.6	2.6	2.5	3.4	3.7	3.5	3.6
	New MES	X	2.4	2.4	X	3.4	3.4	3.5
4	Old MES	3.0	3.4	3.3	4.1	4.2	3.9	4.0
	New MES	X	3.2	3.2	X	3.7	4.0	4.1
5	Old MES	4.0	4.4	3.8	5.1	5.2	4.5	4.6
	New MES	X	4.1	3.7	X	4.5	4.6	4.7
6	Old MES	4.9	5.1	5.1	6.1	6.1	5.5	5.6
	New MES	X	4.6	4.6	X	5.3	5.5	5.6

Table 14

Longitudinal Analysis of Progress in Reading,
MES, October 1964 through April 1967,
Median Reading Grade

Grade	Number	Date of Test	Median Grade	Norm at Testing	Comparison with Norm	NET Change		
						by 5/66	During '66-'67	by 4/67
2	784	Oct. '64	1.8	2.1	-.3			
3	784	May '66	3.7	3.8	-.1	+.2	-.6	-.4
4	744	Apr. '67	4.0	4.7	-.7			
3	759	Oct. '64	2.7	3.1	-.4			
4	759	May '66	4.2	4.8	-.6	-.2	-.3	-.5
5	697	Apr. '67	4.8	5.7	-.9			
4	567	Oct. '64	3.2	4.1	-.9			
5	567	May '66	5.2	5.8	-.6	+.3	-.3	0
6	395	Apr. '67	5.8	6.7	-.9			

and one not changing, clearly leads to the conclusion of no consistent effect.

The initial data from the New ME schools completely corroborates this conclusion. In October 1965, MES had just begun in these schools. In October 1966, it had functioned for one year. Yet the median grade equivalents in grades three, four, and six were unchanged, and although grade two, in 1966 was .2 higher than its predecessor, grade five was .4 lower. Again, there was no consistent effect.

The April data suggest a Hawthorne effect in the first year or two of MES, which is not maintained for the third year. Comparing May '65 with May '66 in the Old ME schools, one notes gains in every grade other than grade six, where there was no change. Similarly in the New ME schools, comparing May '66 with April 1967, one notes gains in every grade. However, in the third year of the MES program, by comparing May '66 to April '67, for the Old ME schools, one notes a decline in every grade! While this decline is relatively small in the middle elementary grades, it is .7 of a year in grade five and .6 of a year in grade six. Clearly the performance levels suggested by the testing program in May 1966, were not repeated in April 1967.

This decline in the third year of MES is further shown when the data are examined for children who have had three years of MES education. To do this, Table 14 takes a longitudinal two-year analysis presented in the 1966 evaluation of MES by the Bureau of Research of the Board of Education ¹⁰ and extends it a third year. Children included in this analysis

¹⁰ Evaluation of the More Effective Schools Program Summary Report, New York City Board of Education, September 1966, p. 34.

are only those who have been in one of the Old ME schools for the full three years of the program.¹¹

In October of 1964, second grade children in the Old ME schools were reading at 1.8, three-tenths of a year below normal. Two years later, those who had had the full two years of MES were tested at the end of grade three and were reported to be reading at 3.7, only one-tenth of a year below normal. Thus Table 14 indicates that by May 1966, these children had improved .2 in relationship to the norm. However, the April 1967 data for these same children indicates that in the fourth grade they were reading at 4.0, seven-tenths of a year below the norm. Even more serious, these data indicate an overall loss during three years of MES of four-tenths of a year.

A similar picture exists for the children initially tested in October 1964, as they began grade three. At that point they were .4 of a year below normal. The Bureau of Research reported that by May 1966, they had fallen further behind, and the April 1967 data shows that in grade five they were now .9 of a year behind. This is a net loss in their position relative to the norm of .5, or half a year during their three years of MES. The picture is somewhat different for the children initially tested in grade four. They began the MES program .9 of a year behind, and by May 1966, had reduced this to .6 of a year. As of April 1967, they had slipped back again, and once more were .9 of a year behind.

¹¹Some children counted in the Bureau's two-year study were not included in the three-year study because they had transferred or were absent. Transfers were particularly high in grade six since few ME schools include that grade.

The three years of MES, therefore, had no effect on their retardation.

Overall, these data indicate that three full years of MES did not have any effect in stopping the increasing retardation of children who began the program in grades two or three, but did have some initial effect, albeit not maintained, on the retardation of the children who began the program in grade four.

Comparison of Levels, April and June 1967

The two sets of data in the immediately previous discussions combine to indicate an almost double Hawthorne effect. That is they suggest that in its initial year or two MES has a positive effect on reading levels, as tested, but that this effect was not maintained over a third year. This effect seems to be selectively expressed only in the spring testing sessions, and not in the October sessions. This is where we suggest a double Hawthorne effect; that within the school year efforts may be oriented towards the goal of the spring testing, with both teachers and pupils seeing this as the culminating academic experience of the school year. The post-test letdown then is expressed in the October testing.

Data available from the citywide testing did not enable us to determine if the decline occurred completely during the summer, or if it reflected an artificial spring peak. Therefore, as noted in the procedure chapter, we decided to test these alternative possibilities by re-testing a sample of children in June of 1967 with an alternate form of the Metropolitan Reading Test. For this testing session, project staff administered and scored the tests. We tested at least one class at each grade between grades two and six in all twenty ME schools with such grades. In all, we tested 218 classes. Table 15 presents data

Table 15

Comparison of April and June Test Results,
by Class and Grade, MES

Grade	Number of Classes Tested	<u>Number of Classes Which:</u>			<u>Percent of Classes Which:</u>	
		Increased	Did Not Change	Declined	Did Not Change	Declined
2	53	26	7	20	13	38
3	51	21	9	21	18	41
4	43	22	8	13	19	30
5	42	25	3	14	7	33
6	29	17	3	9	10	31

showing the number of classes at each grade which increased from April to June, the number which stayed the same, and the number which declined. These data indicate that the spring-fall decline sets in before the summer. Although we were testing two months later in the school year than the April testing, between 40 per cent and 59 per cent of the classes we tested at each grade either showed no progress or declined. The proportion of classes which actually declined varied from 30 per cent in grade four to 41 per cent in grade three.

In addition to pinpointing when the spring-fall decline begins, a consideration of the June data also indicates that the stability of the April test results varied tremendously from school to school. Extremely stable data are indicated in the three schools in which all classes tested increased from April to June, as expected. Similar stability is indicated in the seven schools where no more than a few classes, never more than 30 per cent of those tested, declined. At the opposite extreme is the instability reflected in the school in which all of the 13 classes tested declined, with the declines in class averages being a year or more in seven of the 13 classes, up to a maximum decline of 1.8 years. In between are the other 16 schools in which the proportion of classes tested actually declining varied from 5 per cent to 80 per cent. The basic stability for many of the schools indicates that the presence of a stranger coming in to administer a reading test was not, in itself, a factor sufficient to distort the class average performance. Nor can the consistent and large declines in some few schools be explained by the "Hawthorning" suggestion noted earlier. Instead, one must consider the possibility that the April data reported for these few schools was inflated by some consistent factor. This experience suggests that in

critical evaluations of programs, there is considerable merit in testing by outside agencies to avoid any possibility of contamination.

The Effect of Mobility on Reading Level

In an effort to understand the lack of effect of MES on reading a further analysis was done of the data from the Old ME schools to distinguish three groups of children: 1) those who had both full MES and consecutive education, i.e., they had been in the ME school not only for the entire time it was an ME school, but also who had never attended any other school; 2) those who had full MES but broken education, i.e., they had transferred into the ME school before MES began and so had full MES but had attended more than one school; and 3) those who had neither full MES nor consecutive education, since they had transferred into the ME school after the MES program began. Table 16 presents the data for these three groups of students, now in grades four, five, and six.

The data are completely consistent in all three grades: those with consecutive education and full MES did best, those with full MES but broken education come next, and those with broken education and less than the full three years of MES came last. The data indicate that not only did the full three years in MES make a difference, but also whether or not the child had continuous education. These data reinforce one of the recommendations made in the original proposal for MES, that efforts "be made to overcome the effects of pupil and family mobility...."¹²

¹²Report of the Joint Planning Committee, May 15, 1964, p. ii.

Table 16

Comparison of Reading Levels for Children with
Different Educational Histories by Grade,
Old ME Schools Only.

Current Grade	Gp.	Education	MES	Median	Q3	Q1	IQR	Norm
4	1	Unbroken	Full	4.1	4.9	3.4	1.5	
	2	Broken	Full	3.9	4.6	3.2	1.4	4.7
	3	Broken	Partial	3.6	4.3	3.1	1.2	
5	1	Unbroken	Full	4.9	6.0	4.1	1.9	
	2	Broken	Full	4.7	5.7	3.9	1.8	5.7
	3	Broken	Partial	4.4	5.4	3.7	1.7	
6	1	Unbroken	Full	5.9	8.7	4.8	3.9	
	2	Broken	Full	5.6	7.3	4.4	2.9	6.7
	3	Broken	Partial	5.0	7.0	4.0	3.0	

Of course the data also indicate that the groups with both continuous education in one school and three full years of MES were still .6 of a year behind the urban norms in grade four; .8 behind in grade five and .8 behind in grade six.

CHAPTER IV

EVALUATION OF TEACHER FUNCTIONING

Evaluations of teacher functioning are available from two different instruments completed by the observers, the ILOR and the Teacher Behavior Record. We shall consider the data derived from the ILOR first.

Ratings of the Teaching Process

On the ILOR, 13 items provide a basis for evaluating the teaching process. We asked the observers to make three overall judgments of the lesson they saw, rating its overall quality, its depth, and the amount of material covered. They reported, on the average, that the lessons in MES were above average both in quality and the amount of material covered, and of better quality than the lessons seen in the control schools. In depth, the typical lesson was rated as average in both ME and control schools. We then asked for ratings of the planning and organization evidence in the lesson, the creativity and imagination evidenced, and the extent and effectiveness of the use of teaching aids. The observers believed that the typical MES lessons showed above average or exceptional organization and planning, average creativity and imagination, and some effective use of aids. For both planning and the use of aids, the ratings were more positive in ME than in control schools. We then turned to the question of continuity in teaching, asking the observers to rate four items: the extent to which the lesson 1) referred to earlier material, 2) established a foundation for future lessons, 3) established a foundation for the child's independent work, and 4) the extent to which it built upon the child's background and

experience. For each of these four aspects the observers reported seeing "some", but not "considerable" opportunity for continuity in MES lessons. Except for references to the child's own experience, they found similar opportunities for continuity in the lessons in the control schools. The MES ratings were, therefore, significantly more positive (or less negative!) for one out of the four aspects related to continuity. The final item, for which observers were asked to rate both ME and control school lessons, involved the discipline and control achieved. Typically, it was rated as good or excellent in MES lessons, and the proportion of positive ratings was higher than in the control schools.

Overall then, of the 11 aspects related to teacher functioning for which comparative data are available, five of the ratings were significantly more positive in ME than in control schools. Thus, the overall conclusion is that the observers felt the teaching process was somewhat better in the ME schools.

In addition to the 11 comparison items, the observers were asked to rate the teacher's utilization of the small class size in the MES lesson. The majority noted that they saw little adaptation in the lesson, and corroborated this by reporting their judgment that the same lesson could have been taught to larger classes with no loss of effectiveness. Thus, one of the basic criticisms noted in the 1966 evaluation of MES conducted by the Center for Urban Education, was that "In too many classes lessons were being conducted as if forty children were present."¹ One year later, after even more extensive observation of what was happening in classes, a new team of observers made the same criticism. This is one clear clue to the lack of overt evidence of improved functioning by the children. This basic

¹The More Effective Schools Program, Center For Urban Education, p.7.

administrative restructuring of class size and teacher-pupil ratio has not resulted in an equally radical restructuring of the methods of instruction, and so observers see extant lessons as those which could just as easily be taught to larger classes.

Below, the specific data for each of these aspects are presented, in the same double column format used for the aspects on children's functioning.

Aspect of Evaluation
and Comparison

Finding

1) Quality of instruction:

There was a statistically significant difference:

Quality was rated higher in MES than in control schools.

In MES, the quality of instruction was rated "above average" in almost half of the lessons observed, compared to one-third in the control schools. Since the same one-fifth of the lessons was rated below average in each type of school, control school lessons were more likely to be rated "average" than were MES lessons.

Source: ILOR

<u>Scale</u>	<u>Per Cent</u>		
	<u>MES</u>	<u>Control</u>	<u>OE Sending</u>
Outstanding	14	6	8
Better than average	32	26	37
Average	34	52	27
Below average	14	10	17
Extremely poor	6	6	11

What accounted for quality of instruction rating in MES?

Observers were also given the opportunity to explain the basis for their rating of the quality of instruction. Those who rated it as average noted soundness of planning, preparation, structure, the attention paid to individual children, and the teacher-pupil relationship. Less often they noted aspects such as the use of media, and leading children to think and use ideas.

Those who considered it average noted that they saw no differences between MES and other special service schools they knew. Specifically,

Aspect of Evaluation
and Comparison

Finding

they commented that they saw traditional or conventional teaching, which they considered competent but not inspired or creative, and as not taking advantage of the opportunities offered by the MES program.

Those who rated quality below average or very poor pointed to what they considered dull, rote and repetitious lessons, with an emphasis on the teacher feeding information to children. They noted a lack of creativity and, like those who rated quality as average, commented on the lack of utilization of the possibilities in the MES program.

2) Amount of material covered:

There was no statistically significant difference between ME and control lessons, or between ME and OE sending school lessons

A rating of "outstanding" or "above average" was given to 40 per cent of the lessons observed in the MES schools, as compared to 28 per cent in the control schools. About 45 per cent were "average" in both sets of schools, but only 16 per cent were considered "below average" in MES compared to 25 per cent in control schools.

Source: ILOR

Scale	Per Cent		
	MES	Control	OE Sending
Outstanding	10	3	5
Better than average	30	25	26
Average	44	47	43
Below average	10	20	20
Extremely poor	6	5	6

3) Depth of lesson:

There was no statistically significant difference between ME, control and OE sending school lessons

Approximately one-third of the lessons received a rating of "outstanding" or "above average" in both cases, with another 40 per cent rated as average. But 31 per cent of control lessons were rated "below average" compared to 22 per cent of MES lessons.

Source: ILOR

Scale	Per Cent		
	MES	Control	OE Sending
Outstanding	11	3	6
Better than average	27	28	25
Average	40	38	38

Aspect of Evaluation
and Comparison

Finding

Scale	MES	Control	OE Sending
Below average	16	26	20
Extremely poor	6	5	11

4) Overall planning and organization:

There was a statistically significant difference in pattern: A higher proportion of lessons were rated as showing signs of exceptional organization in ME schools than in control schools. However, there was no statistically significant difference in planning and organization between ME and OE sending schools.

Approximately half of the lessons in both sets of schools were rated as "average" in organization. But 20 per cent of ME lessons were rated as "exceptionally well organized" compared to 7 per cent of the lessons in control schools. Both sets of schools had an equally small percentage of lessons rated as having "little organization," but about 40 per cent of the lessons observed in the control, compared to 20 per cent in MES schools, were rated as showing only "some" sign of planning and organization.

Scale	<u>Per Cent</u> MES	Control	OE Sending
Exceptional organization	20	7	12
Average organization	51	46	44
Some organization	20	39	40
Little organization	9	8	4

Source: ILOR

5) Creativity and Imagination:

There was no statistically significant difference in the pattern of overall ratings between ME and control or OE sending schools. There was an indication of difference at the extremes: MES lessons were more often rated at the creative extreme,

The proportion of "average" ratings received by the two sets of schools was approximately one third. The lessons in the ME schools received a rating of "above average" or "extremely" creative 37 per cent of the time compared to 24 per cent in the control schools. At the other extreme, MES lessons were rated "somewhat" or "very stereotyped" 28 per cent of the time, compared to the 44 per cent of control school lessons so rated.

Aspect of Evaluation
and Comparison

Finding

and less often rated
at the stereotyped extreme.

Source: ILOR

Scale	<u>Per Cent</u>		
	MES	Control	OE Sending
Extremely creative	9	3	8
Above average creativity	28	21	24
Average creativity	35	32	29
Somewhat stereotyped	13	28	18
Very Stereotyped	15	16	21

6) Extent of, effectiveness
of, and use of teaching
aids:

There was a statistically
significant difference:
"Some" aids were more likely
to be used in ME than control
or OE sending school lessons.

Source: ILOR

While the percentage of lessons rated as showing both "varied and effective" use of aids was small in both MES and control lessons, two-fifths of the MES lessons were rated as showing "some, effective" use of aids compared to one-fifth of the control lessons. At the other extreme, three-fifths of the control lessons were rated as showing "little or no use" of aids, whereas only one-third of MES lessons were so rated.

Scale	MES	<u>Per Cent</u>	
		Control	OE Sending
Varied and effective use	5	6	4
Some, effective use	38	22	31
Varied but ineffective	1	2	0
Some, but ineffective	19	10	16
Little or no use	37	60	49

Aspect of Evaluation
and Comparison

Finding

7) Relating lesson to material taught earlier:

Approximately three-quarters of all lessons involved "considerable" or "some" reference to material taught earlier.

There was no statistically significant difference between ME and control schools. However, there was a statistically significant difference between ME and OE sending schools, with more frequent references to material taught earlier in the OE sending schools.

Scale	Per Cent		
	MES	Control	OE Sending
Considerable reference	18	16	31
Some reference	62	58	43
No reference	20	26	26

Source: ILOR

8) Establishing a foundation for future lessons:

Almost 90 per cent of all lessons offered "some" or "considerable" opportunity for continuity with future lessons, but the proportion rated as providing "considerable" opportunity in MES was 34 per cent compared to 22 per cent in the control schools.

There was no statistically significant difference between ME and control or OE sending school lessons.

Scale	Per Cent		
	MES	Control	OE Sending
Considerable opportunity	34	22	28
Some opportunity	57	67	60
Little or no opportunity	9	11	12

Source: ILOR

9) Establishing a foundation for independent work by children:

Eighty per cent of the lessons in the ME schools were rated as offering "some" or "considerable" opportunity for independent work by the children compared to 65 per cent of the control school lessons rated as offering this opportunity. On the other hand, 35 per cent of the control school lessons were seen as offering "little or no" opportunity for independent work, compared to 20 per cent in MES.

There were no overall statistically significant differences

Source: ILOR

Aspect of Evaluation
and Comparison

Scale	Finding		
	Per Cent MES	Control	OE Sending
Considerable possibility	28	20	25
Some opportunity	52	45	49
Little or no possibility	20	35	26

10) Relating lesson to children's own experiences:

There was a statistically significant difference between ME and control lessons: More ME lessons were rated as providing "some opportunity," and fewer as "remote from the child's experience." However, there was no statistically significant difference between ME and OE sending school lessons.

Source: ILOR

Although in both sets of schools a majority of lessons were rated as offering the children "some" or "consistent" opportunity to relate the lesson to their own experiences, three-quarters of the MES lessons received these ratings compared to 62 per cent of the control school lessons. Furthermore, one-third of the control lessons were rated as "remote" from the child's experience, compared to the one-fifth so rated in MES.

Scale	MES	Control	OE Sending
Consistent opportunities	19	17	21
Some opportunity	63	48	52
Remote from experience	18	35	27

School Atmosphere

11) Discipline in classrooms:

There was a statistically significant difference: Discipline was more frequently above average in ME than in either control or OE sending schools.

Source: GSR

In MES the control and quiet were rated sufficient for a "good" or "excellent learning atmosphere" three-quarters of the time, whereas in the control schools these above average ratings were given about half the time. Average ratings were assigned about a quarter of the time in both MES and control schools. The control schools had a proportionately higher percentage of ratings indicating "lack of sufficient control and quiet for an average learning atmosphere." No classes in either MES or control schools were considered "too chaotic and noisy for learning."

Aspect of Evaluation
and Comparison

Scale	Finding		
	MES	Per Cent Control	OE Sending
Sufficient control and quiet for ex- cellent learning atmosphere	32	20	14
Sufficient control and quiet for good learning atmosphere	43	33	36
Sufficient control and quiet for aver- age learning at- mosphere	23	27	41
Lack of sufficient control and quiet for an average learning atmosphere	2	20	9
Too chaotic and noisy for learn- ing	0	0	0

12) Adaptation to Class
Size

(no comparisons were made)

One third of the MES lessons were rated as reflecting either an "excellent" (12 per cent) or "effective" (25 per cent) adaptation of materials to the class size. Another fifth (21 per cent) were rated as reflecting "some" adaptation. The remainder (42 per cent of the lessons) were rated as showing "little or no" adaptation to the class size.

13) Effect of larger
class on effectiveness
of the lesson

(no comparisons were made)

Consistent with the ratings of little adaptation, only one-third of the time did the observers feel that a larger class would have "completely destroyed" (8 per cent) or "seriously impeded" (26 per cent) the effectiveness of the lesson they had just seen. Another fourth felt that a larger class would have made the lesson "somewhat less effective." Thus in 41 per cent of the lessons, the observers felt that the lesson would have been just as effective with a larger class.

Teacher Attitude and Behavior in Class

Estimates of teacher attitude and behavior in class are provided by the observer's completion of the Teacher Behavior Record (TBR) developed by Ryans. The TBR offers 19 bipolar adjective pairs reflecting attitudes and behavior and asks the respondent to rate the teacher being observed on a seven-point scale for each pair. In this study, observers used the negative ends of the scale relatively infrequently, and so for simplicity we have reduced the data to three gradations, negative, balanced, and positive, and have used these to present the data from the TBR in Table 17. The data are presented here for all grades combined, since the separate grades did not differ, and for all ME schools combined, since the Old and New ME schools did not differ.

A glance at the first two columns indicates that in ME, control, and OE sending schools the observers had positive perceptions of the teachers' attitudes and classroom behavior. In MES lessons, only for three characteristics did the proportion of positive ratings dip below 50 per cent, and for two of these (adaptability and broadness of perception) this proportion was 46 per cent. For originality, however, only 39 per cent of the ratings were positive. Differences in the ratings in ME and control schools were generally less than 10 per cent. For the five items where the differences were above 10 per cent the data indicate that, compared to teachers in control schools, teachers in ME schools were more likely to be rated as fair, understanding, democratic, adaptable, and original.

Comparing teachers in ME and OE sending schools, for 13 of the 19 characteristics the proportion of positive ratings was higher in the

Table 17

Distribution of Responses on Teacher Behavior Record
MES and Control Schools

Characteristics	Proportion Who Gave Indicated Response								
	Positive			Balanced			Negative		
	MES	Control	OE Send	MES	Control	OE Send	MES	Control	OE Send
1. Attractive-Unattractive	77	72	78	22	26	16	1	2	6
2. Steady-Erratic	76	68	75	21	18	17	3	14	8
3. Fair-Partial	70	51	76	23	31	15	7	18	9
4. Confident-Uncertain	70	64	76	25	24	14	5	12	10
5. Calm-Excitable	70	64	76	23	28	12	7	8	12
6. Systematic-Disorganized	69	61	76	20	25	13	11	14	11
7. Responsive-Aloof	68	64	64	19	23	14	13	13	22
8. Responsible-Evading	67	75	77	30	15	17	3	10	6
9. Alert-Apathetic	66	60	64	25	34	16	9	6	20
10. Fluent-Inarticulate	66	64	67	21	22	19	13	14	14
11. Kindly-Harsh	64	58	68	26	28	17	10	14	15
12. Understanding-Unsympathetic	62	50	66	24	39	18	14	11	16
13. Optimistic-Pessimistic	58	51	63	33	42	22	9	7	15
14. Democratic-Autocratic	58	43	54	26	41	21	16	16	25
15. Integrated -Immature	56	60	78	40	36	18	4	4	4
16. Stimulating-Dull	52	48	54	30	29	13	18	23	33
17. Adaptable-Inflexible	46	35	50	33	45	21	21	20	29
18. Broad-Narrow	46	43	61	43	49	25	11	8	14
19. Original-Stereotyped	39	26	36	34	32	28	27	42	36

OE schools, while it was higher in the ME school for the other six. Differences were seldom large, being 10 per cent or less for 17 items, and 5 per cent or less for twelve. The two larger differences were 15 per cent and 22 per cent and in both the teachers in the OE sending schools were more likely to be rated positively.

In addition to these group data, the data were analyzed by school. This analysis is of interest in reflecting once again the wide variation from school to school within the set of ME schools. There were two schools in which none of the nine teachers observed ever received a negative rating on any of the 19 characteristics. There were ten other schools in which negative ratings were assigned less than ten times. In four schools negative ratings were assigned between 12 and 19 times. At the other extreme were the four schools in which negative ratings were assigned between 26 and 36 times, averaging four per teacher.

CHAPTER V

EVALUATION OF SCHOOL ATTRACTIVENESS, CLIMATE, AND QUALITY, AND THE SPECIAL FEATURES OF THE MES PROGRAM

On the General School Report, the observers were asked to consider the ME or control school they had just seen as a total entity and evaluate its physical attractiveness, and its climate as expressed in the attitudes of administration staff, teachers, supplementary staff, and children. Then they were asked to make some overall judgment as to their feelings about the school. Then, in the ME schools only, they were asked an overall opinion about the MES program: if the school they had just seen was typical. Finally, they were asked to appraise two of the special features of the MES program, heterogeneous grouping and class size. This chapter will present these data.

The observers felt that the MES classrooms and school buildings were above average and often extremely attractive. They felt the same way about the school building of the control schools, but did not feel that the average control classroom was as attractive as the average MES classroom. Compared to OE sending schools, ME schools were considered more attractive in both building and classrooms. In terms of climate, the observers were laudatory about the general climate and specific attitudes in ME schools, and their ratings were consistently and dramatically more positive in this respect than in the control or OE sending schools. Attitudes of administration, teachers, supplementary and service staff in ME schools were almost unanimously rated as above average or outstanding. Seldom did the control or OE sending schools obtain these ratings. This same difference held for ME and OE schools for

children's attitudes towards teachers. However, in the attitudes of children towards teachers, the ME and control school ratings were comparable. This was consistent with the data reported in the preceding chapters where, on the ILOR, the observers reported some differences between ME and control schools in teacher functioning, but not in children's functioning.

In terms of their overall ratings, half of the observers would have felt enthusiastic or strongly positive about sending their child to an ME school, a feeling not one of the observers had about any control school, and only 18 per cent had about any OE sending school. Similarly, all observers felt the instruction they had seen in the ME school was worth more than the average school day, whereas the instruction they had seen in the control school was not.¹ Obviously then, all recommended that MES be continued, although most wanted slight or considerable modifications. Observers who felt only "slight" modifications were needed made three suggestions with some frequency: in-service education to improve teachers' awareness of the concepts implied in MES; general improvement in teaching quality; and revision of the practices now used for ability level grouping. The observers who believed that "strong" modifications were needed almost unanimously mentioned the need for improvement in the quality of teaching as their primary modification. Next came their comment on the need for change in

¹This question was not asked in OE sending schools.

ability level grouping, and the need for in-service education.

Thus these two sets of suggested modifications were identical, with the only difference in the observer's opinion as to whether or not they involved "slight" or "strong" modification.

Finally, asked to appraise two of the special features of MES, the observers indicated that class size and heterogeneous grouping were ineffectively used more often than they were effectively used. The ratings for heterogeneous grouping in the Old ME schools were more positive than in the New ME schools, suggesting that experience with this feature may make a difference.

Below, the data for these specific aspects are presented, beginning with the items on attractiveness of school and class.

Aspect of Evaluation and Comparison	Finding			
1) Attractiveness of building: There was no statistically significant difference between ME and control schools. However, there was a difference between ME and OE sending schools. The school buildings were rated as more attractive among ME schools.	About two-thirds of both MES and control schools were considered of "greater than average" or "extreme" attractiveness. The remaining ratings were about evenly divided between "average" and "less than average" attractiveness.			
	Scale	Per Cent MES	Control	OE Sending
Source: GSR	Extremely attractive	36	27	0
	Greater than average attractiveness	31	33	13
	Average	15	20	32
	Less than average attractiveness	15	13	32
	Generally un-attractive	3	7	23

Aspect of Evaluation
and Comparison

Finding

2) Attractiveness of
classrooms:

There was a statistically significant difference: MES classrooms were considered more attractive than control classrooms or OE sending school classrooms.

In MES 85 per cent of the ratings indicate that the classrooms were "consistently very attractive" or that "most rooms" were attractive, whereas in the control schools these ratings were assigned 40 per cent of the time and over half the ratings were "some classrooms attractive."

Source: GSR

Scale	Per Cent		
	MES	Control	OE Sending
Consistently very attractive	48	13	0
Most rooms attractive	37	27	41
Some classrooms attractive	10	53	18
Most classrooms very unattractive	5	7	27
Consistently unattractive	0	0	14

3) General School Climate:

There was a statistically significant difference: School climate was more positively rated in ME than in control or OE sending schools.

One-third of the ratings of school climate in ME schools were "extremely positive" but none were so rated in the control schools. Moreover, three-fourths of the MES ratings were above average, compared to only one-fourth in the control schools.

Source: GSR

Scale	Per Cent		
	MES	Control	OE Sending
Extremely positive	30	0	5
Positive	45	27	27
Average	15	60	45
Negative	8	13	9
Extremely negative	2	0	14

Aspect of Evaluation
and Comparison

Finding

4) Attitude of administrative staff:

There was a statistically significant difference: The attitude was rated more positively in ME than in the control or OE sending schools.

The majority of the ratings in both MES and control schools were "positive" or "extremely positive." The proportion of these above average ratings was about 25 per cent higher in ME than in control schools with "average" and below average ratings proportionately less frequent in ME schools.

Scale	Per Cent		OE Sending
	MES	Control	
Extremely positive	43	21	14
Positive	31	29	36
Average	18	29	27
Negative	8	21	18
Extremely negative	0	0	5

Source: GSR

5) General attitude of teaching staff toward children:

There was a statistically significant difference in pattern: A higher proportion of above average or extremely positive ratings were received by the ME schools than either the control or OE sending schools

Seventy per cent of MES ratings were "extremely positive" or "positive" compared to no extremely positive and only 29 per cent "positive" ratings in the control schools. Thus only a quarter of the MES ratings were "average" whereas a majority of the control schools received that rating.

Scale	Per Cent		OE Sending
	MES	Control	
Extremely positive	28	✓	5
Positive	42	29	45
Average	26	57	36
Negative	2	14	9
Extremely negative	2	✓	5

Source: GSR

6) Attitude of supplementary professional and service staff:

Almost 70 per cent of MES schools received an "extremely positive" or "positive" rating compared to about 40 per cent of control schools, none of which received an "extremely positive" rating. At the other extreme, one-fourth of control ratings were below average,

Aspect of Evaluation
and Comparison

Finding

There was a statistically significant difference in pattern: ME schools received a higher proportion of the above average ratings than did control or OE sending schools.

but only 3 per cent of MES ratings were.

Source: GSR

Scale	MES	Per Cent	
		Control	OE Sending
Extremely positive	20	0	
Positive	46	38	
Average	30	38	
Negative	3	24	
Extremely negative	0	0	

7) General Attitude of the children toward the teaching staff:

The attitude of the majority of students in both MES and control schools was rated as "positive" or "extremely positive." The proportion of these above average ratings was about 10 per cent higher in MES than in control schools, with "average" ratings proportionately less frequent in MES schools.

There was no statistically significant difference between ME and control or OE sending schools.

Scale	MES	Per Cent	
		Control	OE Sending
Extremely positive	18	13	5
Positive	46	40	27
Average	28	40	54
Negative	5	7	14
Extremely negative	3	0	0

8) How observer would feel about having own child in school just visited:

More than half of the observers noted that they would feel "enthusiastic" or "strongly positive" about having their child in the MES school they had just seen. One-third would have felt negatively about it. Not one observer felt "enthusiastic" or "strongly positive" about the control school as a place for his child and three-fourths reported they would feel negatively about it.

There was a statistically significant difference: In ME schools a majority of observers would feel enthusiastic or strongly positive, in the control schools the majority would have negative feelings, as would, coincidentally

Aspect of Evaluation
and Comparison

the same majority (73 per cent) in the OE sending schools.

Source: GSR

Scale	Finding		
	Per Cent		
	MES	Control	OE Sending
Enthusiastic	36	0	0
Definitely positive, but not enthusiastic	21	0	18
Slightly positive	13	27	9
Slightly negative	20	53	41
Strongly negative	10	20	32

9) Worth of pupil day:

There was a statistically significant difference in pattern: A pupil day was rated of greater monetary value in MES than in control schools.

Forty per cent of the ratings for MES indicate that the pupil day was "worth more" than the average pupil day compared to 13 per cent of the ratings for the control schools. In contrast, one-fourth of the ratings said that the MES pupil days were "worth less" than an average pupil day.

Scale	Per Cent		
	MES	Control	OE Sending
Worth more than average school day	40	13	
Worth Average	35	53	
Worth less than average school day	24	33	

Source: GSR

10) Feeling of observer about MES program in general, if classes he observed were typical.

(no comparison data)

No observer suggested "abolishing" the program, and only one in six (17 per cent) said "retain it as it is." Most often, (47 per cent) they said to retain it with "strong" modifications, and less often (36 per cent) they felt it needed only "slight" modifications.

Source: GSR

11) Effectiveness of Heterogeneous grouping:

(no comparison data)

Source: GSR

Asked to rate the effectiveness with which they saw heterogeneous grouping employed, the observers gave different ratings in the Old and New ME schools. In the Old schools 42 per cent of the ratings indicated effective use, 47 per cent ineffective use, and 11 per cent indicated that

Aspect of Evaluation
and Comparison

Finding

opportunities to use it were not employed. In contrast, only 25 per cent of the ratings in the New ME schools indicated effective use, with 70 per cent indicating ineffective use, and 5 per cent a lost opportunity. The data make two points: experience with heterogeneous grouping makes a difference in the rating for effectiveness; at best, the observers were divided as to its effectiveness.

12) Class Size:
(no comparison data)

Source: GSR

In their ratings of the effectiveness with which the small class size was used, observers saw no difference between Old and New ME schools. As would be expected from the previous ratings on aspects of this feature, less than half (45 per cent) of the ratings indicated that class size was being used effectively, with the other 55 per cent indicating it was used ineffectively.

CHAPTER VI
EVALUATION OF THE MES PROGRAM IN
THE EARLY CHILDHOOD GRADES

As noted in the procedure chapter, this evaluation of MES considered the early childhood years separately, even to using a different team of observers, all of whom had professional specialization in early childhood education. The basic part of the evaluation of the early childhood years consisted of in-class observations conducted by these observers in four grades: prekindergarten kindergarten, grade one, and grade two. In addition, the General School Report was completed by these observers on the basis of their visits to these grades only. These data will also be presented.

Children's Functioning

Table 18 presents the observer ratings of the aspects of children's functioning studied on the ILOR. The table presents the data separately for each of the four early childhood grades. Table 18 presents the average of the ratings across the four grades.¹ For comparison, the table also includes the comparable data previously reported for these ME schools in grades three to six.

Looking at grade, there is no consistent pattern indicated in the data in Table 18. Except for kindergarten, each grade has the highest proportion of above average responses for at least one of aspects studied. In view of the lack of consistent pattern, Table 18, which presents the averages across grade provides the more useful referent for discussion.

¹These are averages of the percentages for each grade, so that each grade has equal weight in the average even though different number of classes were seen at the different grades.

Table 18

Observer Ratings of ILOR Aspects of Children's Functioning,
Early Childhood Years, by Grade

Aspect of Evaluation	Proportion Above Average				Proportion Average				Proportion Below Average			
	Pre-K	K	1	2	Pre-K	K	1	2	Pre-K	K	1	2
Interest & enthusiasm	54	44	67	77	31	44	22	15	15	12	11	8
Verbal fluency	39	12	67	15	23	44	22	69	38	44	11	16
Participation in Lesson	92	88	78	92	0	6	11	0	8	6	11	8
Spontaneous Questioning	10	7	0	8	10	28	0	8	80	65	100	84
Volunteering in response to question	58	46	74	54	14	18	13	15	28	36	13	31

The data in Table 19 suggest that the observers of the early childhood years saw children's functioning which they rated more positively than did the observers of the middle grades. Although differences were numerically small, for four of the five aspects, the proportion of above average ratings was higher in the early childhood years. As will be seen later in this chapter, this tendency for more positive early childhood ratings was more clearly evidenced in the ratings for teacher functioning and overall school quality.

Considering the modal ratings, the data in Table 19 indicate that the observers saw children functioning with above average interest and enthusiasm, and above average participation and volunteering. They saw average verbal fluency, and, as in the middle grades, little spontaneous questioning.

Teacher Functioning

As was done in the middle grades in the early childhood study, teacher functioning was estimated through several items on the ILOR and through the Ryans Teacher Behavior Record. Tables 20 and 21 present the data from the ILOR, and Table 22 presents the data from the TBR.

Ratings of In-Class Functioning

Of the seven aspects in Table 20 for which data were obtained in all four early childhood grades, the highest proportion of positive responses was obtained in grade one for four aspects. Other than this suggestion of a difference, there is no consistent pattern of difference from grade to grade indicated in these data. Therefore the data have been averaged across grade and these averages presented in Table 21, together with the comparative data for the middle grades.

For eleven of the twelve aspects studied, the proportion of above average

Table 19

Observer Ratings of ILOR Aspects of Children's Functioning,
Early Childhood Years, With Comparative Data
From Middle Childhood Years

Aspect of Evaluation	Proportion Above Average		Proportion Average		Proportion Below Average	
	Early Childhood	Middle Grades	Early Childhood	Middle Grades	Early Childhood	Middle Grades
Interest and enthusiasm	60	51	28	30	12	19
Verbal fluency	33	22	40	42	27	36
Participation in lesson	88	76	4	9	8	15
Spontaneous questioning	6	7	12	9	82	84
Volunteering in response to question	58	50	15	20	27	30

Table 20

Observer Ratings of ILOR Aspects of Teacher Functioning,
Early Childhood Years, by Grade

Aspect of Evaluation	Proportion Above Average				Proportion Average				Proportion Below Average			
	Pre-K	K	1	2	Pre-K	K	1	2	Pre-K	K	1	2
Quality of lesson	54	37	55	67	15	31	45	25	31	32	0	8
Amount material covered	54	38	67	46	15	50	22	27	31	12	11	27
Depth of lesson	54	38	67	31	15	31	33	54	31	32	0	15
Planning & Organization	58	31	44	31	25	69	56	61	17	0	0	8
Creativity & Imagination	54	43	78	61	15	19	22	31	31	38	0	8
Use of teaching aids	23	25	63	15	31	19	25	62	46	56	12	23
Refer to earlier material	*	*	37	25	*	*	63	67	*	*	0	8
Foundation for future lessons	*	*	56	38	*	*	44	62	*	*	0	0
Foundation for independent work	*	*	22	27	*	*	67	55	*	*	11	18
Use of child's background	73	86	33	46	27	14	56	39	0	0	11	15
Use of class size	38	25	33	15	23	31	0	39	39	44	67	46
Effect of larger class size	23	13	22	37	38	31	11	27	39	56	67	36

*This aspect was not rated in this grade.

Table 21

Observer Ratings of ILOR Aspects of Teacher Functioning,
Early Childhood Years, With Comparative Data
From Middle Childhood Years

Aspect of Evaluation	Proportion Above Average		Proportion Average		Proportion Below Average	
	Early Childhood	Middle Grades	Early Childhood	Middle Grades	Early Childhood	Middle Grades
Quality of lesson	54	46	29	34	17	20
Amount material covered	51	40	29	44	20	16
Depth of lesson	48	38	33	40	19	22
Planning & Organization	29	20	59	51	12	29
Creativity & Imagination	59	37	22	35	19	28
Use of teaching aids	32	5	34	38	34	57
Refer to earlier material	31	18	65	62	4	20
Foundation for future lessons	47	34	53	57	0	9
Foundation for inde	24	28	62	52	14	20
Use of child's background	59	19	34	63	7	18
Use of class size	28	12	23	25	49	63
Effect of larger class size	24	8	27	26	49	66

Table 22

Observer Ratings of Teacher Attitude and Behavior, Teacher Behavior Record,
Early Childhood and Middle Grades

Characteristic	Proportion Rated:					
	Positive		Balanced		Negative	
	E.C.	M.G.	E.C.	M.G.	E.C.	M.G.
1. Attractive-----Unattractive	81	77	16	22	3	1
2. Confident-----Uncertain	80	70	10	25	10	5
3. Steady-----Erratic	78	76	19	21	3	3
4. Calm-----Excitable	75	70	18	23	7	7
5. Fair-----Partial	71	70	22	23	7	7
6. Fluent-----Inarticulate	71	66	22	21	7	13
7. Responsible-----Evading	69	67	23	30	8	3
8. Alert-----Apathetic	63	66	25	25	12	9
9. Kindly-----Harsh	63	64	28	26	9	10
10. Understanding---Unsympathetic	62	62	27	24	11	14
11. Integrated-----Immature	62	56	30	40	8	4
12. Optimistic-----Pessimistic	61	58	29	33	10	9
13. Responsive-----Aloof	61	68	22	19	17	13
14. Systematic-----Disorganized	60	69	27	20	13	11
15. Adaptable-----Inflexible	54	46	27	33	19	21
16. Stimulating-----Dull	51	52	29	30	20	18
17. Democratic-----Autocratic	48	58	32	26	20	16
18. Broad-----Narrow	46	46	44	43	10	11
19. Original-----Stereotyped	44	39	26	34	30	27

ratings was higher in the early childhood years. Thus, the tendency noted for the five aspects involving children's functioning was even more strongly seen in these items on teacher functioning.

The one aspect for which a higher proportion of positive ratings occurred for the middle grade involved the extent to which the teacher established a foundation for independent work. The difference was **small**, (4 per cent) and the item itself has differential relevance for the two sets of grades, so much so that it was omitted completely from the ILOR for prekindergarten and kindergarten. This exception then, hardly weakens the conclusion above, that ratings of teacher functioning were better in the early childhood grades.

Overall, the data combine to indicate that in the early childhood years the observers rated as above average, the quality, depth and amount of material covered in the lesson, creativity and imagination, and the extent to which a foundation was established for future lessons. They considered four other aspects as average: planning and organization, references to earlier materials, establishing a foundation for future work, and relating the materials to the child's own background and experience. There was no consistent evaluation of the use of aids in teaching, with the ratings evenly distributed. Finally, on the two items on the ILOR directly concerned with class size, **the most frequent** observer evaluation was that they saw little adaptation to the smaller class, and consequently, the lesson they observed could have been taught to larger classes with no loss of effectiveness.

Ratings of Teacher Attitude and Behavior

Table 22 presents the data from the observer rating of teacher attitude and behavior using the Ryans Teacher Behavior Record, for both the early childhood and middle grades. When analyzed by separate early childhood grades, there were no differences for these data, and when these grades were compared

to the middle grades, there were no consistent differences either. Of the 19 characteristics, differences in the proportion of positive ratings exceeded five per cent for only six of the 19 characteristics studied, and never exceeded ten per cent.

Considering the picture of the early childhood teacher which comes through these data, she is almost always (71 per cent to 81 per cent) attractive, confident, steady, calm, fair, and fluent. Most of the time (60 per cent to 69 per cent) she exhibits more than average responsibility, alertness, kindness, understanding, personality integration, optimism, and responsiveness. About half the time (44 per cent to 54 per cent) she was rated as exhibiting above average adaptability, stimulation, democratic manner, broad perceptions, and originality. Of these characteristics for only three were there any significant proportions of teachers rated at the negative end of the scale. One in three (30 per cent) were considered stereotyped rather than original, and one in five (20 per cent) considered dull or autocratic.

School Attractiveness, Climate and Quality

Table 23 presents the data from the GSR's completed by the observers based on their perception of a school after seeing early childhood classes only. For comparison, the table presents comparable data based on the GSR's from the observers who saw classes only in grades three to six. Except for the ratings on attractiveness of classrooms, the proportion of above average ratings was higher for those observers who saw the early childhood years only. Thus, they obtained an even more positive picture of the school than the highly positive picture we have already reported for the observers who saw the middle grades.

For example, above average ratings were given three-fourths or more of the

Table 23

Ratings of Overall School Characteristics,
by Grades Observed

Aspect	Above Average		Proportion of Ratings:			
	E.C. ^a	M.G. ^b	Average		Below Average	
	E.C.	M.G.	E.C.	M.G.	E.C.	M.G.
General School Climate	91	75	9	15	0	10
Attitude of Administrative Staff	84	72	18	18	0	8
Attitude of Teaching staff	91	70	9	26	0	4
Attitude of Supplementary professional and service staff	78	67	22	30	0	3
Attitude of children towards teachers	73	64	27	28	0	8
Attractiveness of classrooms	54	85	46	10	0	5

Feelings About Own Child in School	64	57	27	13	9	30
Feelings About Worth of School Day	70	41	20	35	10	24

^a
E.C. = Early Childhood

^b
M.G. = Middle Grades

schools for the item on general school climate, as well as for all four of the items on attitude, with the proportion reaching 90 per cent for climate and teacher attitude. About two-thirds reported enthusiasm or strong positive feelings about having a child of their own in the school and 70 per cent noted that the pupil day they saw was worth more than the average day. For this last aspect particularly, the data were more positive in early childhood than in the middle grades, where only 41 per cent concluded their day feeling that the instruction they had seen was worth more than the average pupil day.

The one instance in which the ratings from the middle grades were more positive, involved the attractiveness of classrooms; whereas 85 per cent of the observers felt that most or all of the classrooms they had seen in grades three to six were attractive, only 54 per cent of the early childhood observers felt this way. This discrepancy either reflects differences in the two sets of classrooms, or else differences in standards of attractiveness for experts in early childhood education.

Feelings About MES as a Program

The observers in early childhood grades were also asked their feelings about the future of the MES program, and if the instruction they had just seen was believed to be typical. One third of them (36 per cent) felt it should be continued as is, without modification; a bit more than twice the proportion (17 per cent) of observers felt that way after seeing the middle grades. Consistently these observers noted that they felt it should be retained as is because of the fact that small classes and teacher-pupil ratios provide time for the teacher to think and to function. In both sets of grades, the other observers felt that the program should be retained but with modifications. The modifications suggested by the early childhood observers primarily involved

creativity: either more creative and innovative teaching, or more teaching designed to help children be more aware, curious, and creative. In addition, these observers, like those in the middle grades, noted that the administrative changes would not be particularly fruitful unless improved teacher training and functioning accompanied them.

A final appraisal available from these observers is their rating of the effectiveness with which class size was used.² Here, they were somewhat more critical than the observers had been in the middle grades: only 27 per cent reported that they saw an effective adaptation to the small class, compared to 37 per cent in the upper grades. Two-thirds, (64 per cent) felt that the lessons they saw could have been as effectively taught with a larger class, compared to 58 per cent who felt this way in the middle grades. Thus, class size was used no more effectively in early childhood years than in the middle grades.

²These data came from the GSR, whereas data reported in Tables 20 and 21 on class size came from the ILOR.

CHAPTER VII

EVALUATION OF REACTIONS AND OPINIONS OF ADMINISTRATIVE, TEACHING AND SUPPLEMENTARY PROFESSIONAL STAFF

As was noted in the procedure chapter, reaction of teaching, administrative, and supplementary staff was obtained in three ways. First, all principals of the 20 ME schools with middle elementary grades were individually interviewed to obtain their responses. Similarly, face to face individual interviews were conducted with 38 assistant principals and with supplementary professional staff.¹ To obtain teacher reactions, a brief questionnaire was sent to all teachers in the 21 ME schools. Of the 1143 sent out, 371 or 32.4 per cent were returned. These data provide one insight into teacher reaction. Another is provided by the 81 interviews conducted with a sample of the 271 teachers who, when returning the questionnaire, said that they would be willing to be interviewed.

The data obtained from these interviews would require a report in and of itself to be completely covered. To keep these data within the scope of this report, they will be handled in two ways. Those questions asked to which structured rating-type responses were obtained will be reported first. These questions have been grouped into three areas: general opinions about the program and relationships with parents; changes in curriculum, methods and materials; and pupil attitude and achievement. Responses in these three areas will be reported in three

¹The number interviewed in each position were specified in the procedure chapter.

tables, with each table presenting the data separately for the 20 principals, 38 assistant principals, 81 classroom teachers, 20 cluster teachers, 25 in psychological services (19 guidance counselors and 6 school psychologists), 16 in social services (social workers and community coordinators).

The responses of those interviewed to the relatively unstructured questions will then be presented. Finally, a profile of the principal will be presented, based on modal responses.

General Opinions About the Program and About Relationships with Parents

Table 24 presents the respondents' general opinions about the MES program and about the extent of their contact with parents. Considering first their overall feelings about the program, there was near unanimity in expressing enthusiasm or strong positive feelings. A difference existed only in the proportion who expressed enthusiasm rather than strong positive feelings, and this difference involved smaller proportions of teachers and those in psychological services being enthusiastic. The difference was particularly pronounced among the larger sample of teachers who responded to the questionnaire, for among these teachers only 32 per cent expressed enthusiasm, compared to 63 per cent of those interviewed.²

Asked the extent to which they believed the "MES concept" was implemented in their school, the various categories of respondents were again consistent: about one in five said it had been implemented completely,

²This difference suggests that those one hundred teachers who returned the questionnaire, but indicated that they were unwilling to be interviewed, held different attitudes than the 271 who were willing to be interviewed and from whom we selected a sample.

Table 24

Responses of Administration and Staff to Questions About MES in
General and About Relationships with Parents

	Interview						
	Prin.	Asst.	Tchr.	Clstr.	Psych	Soc. Wk.	Tchr.
	N=20	Prin. N=38	N=81	Tchr. N=20	G.C. N=25	C.C. N=16	Quest. N=371
<u>Feelings About Program</u>							
Enthusiastic	70	79	63	75	58	75	32
Strongly Positive	30	13	22	15	42	19	54
Slightly Positive	0	5	6	0	0	6	6
Slightly Negative	0	3	0	0	0	0	1
Strongly Negative	0	0	3	0	0	0	2
Omit	0	0	6	10	0	0	5
<u>Extent To Which Believe MES Concept Implemented In School</u>							
Completely	20	18	32	25	8	19	
Considerably, not Completely	75	71	45	60	67	56	
About Halfway	5	3	15	15	12	25	
Less than Halfway	0	5	3	0	4	0	
Omit	0	3	5	0	9	0	
<u>Opinion As To Continuation of MES</u>							
Continue, as is	10		9	10	0	19	
Continue, with modification	25		38	20	33	43	
Expand, as is	25		15	10	9	0	
Expand, with modification	40		35	60	58	38	
Abolish	0		3	0	0	0	
<hr/>							
<u>Relationship with Parents</u>							
Increased Substantially	50	26	29	35	38	56	
Increased Moderately	15	24	17	25	17	25	
Increased Slightly	0	5	2	0	0	13	
No change	15	18	31	15	8	0	
No basis for knowing, Omit	20	27	21	25	37	6	

and another half to three-fourths said it had been implemented considerably. Never more than 25 per cent, and usually fewer, felt the MES concept had been implemented half-way or less. Most convinced that there had been considerable or complete implementation were the principals (95 per cent), assistant principals (89 per cent) and cluster teachers (85 per cent).

Respondents who reported less than complete implementation were asked what they believed had hindered complete implementation. All levels of staff noted the newness of the program, and all principals, assistant principals, teachers, and specialists noted the problem of inexperienced teachers not prepared to function competently in an ME school. Not surprisingly, teachers and specialists, but not administrators, also noted problems of poor administration and supervision.

The third general question involved the respondents' opinions about the future of MES. Only a minority felt that the program should be continued or expanded "as is," without modification. Principals most often held this view (35 per cent), with those in psychological services holding it least often (nine per cent). Other than two per cent of the teachers interviewed, no one suggested abolishing the program and among the other respondents, more suggested expanding the program (59 per cent) as suggested, rather than continuing it within its current limits (39 per cent).

The principals who wanted to continue "as is," can be summarized in the views of the principal who said his current situation was his best "in 19 years." Those who wanted modifications had no one consistent

modification. A few noted that the modifications to which they were referring involved nothing more than the full implementation of the original proposal for MES. Assistant principals were consistent: the modification they wanted most often involved improving the preparation of teachers and specialists, specifically in working with heterogeneous groups or small groups or in MES in general. Another frequent modification suggested by the assistant principals involved some adaptation of the self-contained classroom concept to cut down the movement of children and the variety of teachers.

Among the staff, those who wanted it maintained as is, or with slight modifications, usually simply stated that they believed the program was generally effective and valuable. Those who felt it needed stronger modifications consistently stated three opinions: the need for more specialists, particularly in guidance; less use of heterogeneous grouping, or less wide ranges used when heterogeneity is employed; and better screening of teachers and administrators.

The last item for which data are reported in Table 24 concerns the extent to which contact with the parents has changed since the MES program was instituted. Differences between the groups of respondents were greater for this question than the others, in part because many respondents felt they had little basis for making this judgment because of the limited time they had been in their present school. The consistent finding is that at least 46 per cent (classroom teachers) of all groups felt that there had been a moderate or substantial increase in contact with parents. As might be expected from their position, those in the social services areas most often (81 per cent) held this view.

Looking at the four questions summarized in Table 24, one would conclude that all staff positions interviewed were strongly positive about the MES program which they felt had been implemented in their school to a considerable degree, and which had resulted in moderate or substantial increases in parental contact. Given the modifications they suggested, they felt the program should at least be continued or even expanded.

Changes in Curriculum, Methods and Materials

Table 25 summarizes the views of the four respondent groups directly concerned with teaching in the areas of curriculum, methods, and materials. In most positions, a majority, rising to as high as 66 per cent of the assistant principals, reported that there had been moderate or substantial changes in curriculum. Principals usually specified general areas of change like "enrichment," helping "slower" or "superior" children, or areas in which they believed they saw improvement in functioning like reading and speech. They did not specify what might be considered content changes in curriculum other than the two who noted an emphasis on teaching Negro children about their heritage, and two who felt that less time was now devoted to science and social studies. The assistant principals almost unanimously mentioned an emphasis on "the three R's" as well as on language arts specifically, again with no references to differential content. Staff, also, most often referred to general enrichment, but several did make specific references to intensification in the mathematics or reading program.

As to changes in method of instruction, again, large majorities in each position reported the belief that there had been change, and that

Table 25

Responses of Administration and Teaching Staff to Questions
About Changes in Curriculum, Methods, and Materials

<u>Question</u>	<u>Prin.</u>	<u>Asst. Prin.</u>	<u>Teacher</u>	<u>Cluster</u>
<u>Have there been Changes in Curriculum?</u>				
Yes, substantial changes	20	37	17	20
moderate changes	40	29	18	20
slight changes	15	5	3	5
No, no changes	25	0	34	25
No Basis for Answer, Omit	0	29	28	30
<u>Have there been Changes in Method of Instruction?</u>				
Yes, substantial changes	45	55	37	40
moderate changes	30	6	34	35
slight changes	5	0	5	0
No, no changes	20	0	8	20
No Basis for Answer, omit	0	39	16	5
<u>Have Provisions For Special Materials Been Adequate?</u>				
Yes	65	89	78	95
No	35	8	22	5
Omit	0	3	0	0
<u>How Effective Have These Materials Been?</u>				
Very Effective	40	42	65	60
Moderately Effective	50	50	18	40
Slightly Effective	5	5	9	0
Not Effective	0	0	5	0
No Basis for Answer, Omit	5	3	3	0

it had been moderate or substantial. Only among the principals and cluster teachers did as many as 20 per cent say that they felt there had been no changes. Fifteen of the 20 principals specifically noted the use of cluster teachers and the subsequent institution of more planning and grade conferences. Other changes frequently noted by principals were greater use of audiovisual materials and a general feeling that there now was better provision for the children's individual needs. Five referred to grouping, two to heterogeneous grouping being introduced, and three to the use of homogeneous grouping for small ability groups. The assistant principals, too, most often noted the use of cluster teachers and teaching specialists as well as the use of small groups and greater individualization. Teaching staff held similar views, the most frequently cited of which were changes that involved smaller classes and the subsequent increase in individualization. Staff also noted the greater teamwork among the teaching faculty, the greater flexibility that MES provided, and the greater availability, and consequently use, of supplementary materials.

Asked specifically about the special materials provided them, most agreed that provisions for materials had been adequate, with the principals most often (35 per cent) saying that they had not. Finally, when asked to evaluate the special materials which had been provided, almost unanimously, in all four positions, the respondents believed that they had been very, or moderately effective. Administrators noted that they had "carte blanche" in ordering, and that this, plus the ready availability of the materials in school, made for effective use. A few noted the

qualification that materials in and of themselves are not the key to good teaching. Staff, too, felt that availability was the key to the effective use of materials and that the materials did stimulate better "in-depth teaching" and higher pupil motivation.

Pupil Attitude and Achievement

Table 26 presents the views of all six respondent groups on two questions about pupil attitude, and of the four groups directly involved in teaching, on changes in levels of achievement since the introduction of the MES program.

All agree that there had been at least moderate changes in pupil attitude towards learning and school, so that the attitudes now are positive. The contrary view is seldom held: at most, 11 per cent (of the teachers) say that there has been no change, and never more than five per cent of any group believes the pupil attitude towards learning and school is now typically negative. These perceptions of the respondents are corroborated by the data from My Class and My School, reported earlier, which indicated that the pupils' perceptions are basically positive in this area.

However, the respondents' perceptions of change in level of achievement contradict the actual achievement data reported earlier. Almost all those who felt that they had been in the school long enough to respond to this question reported that there had been at least a moderate increase in the level of achievement in the language arts. Only the classroom teachers ever expressed doubts: seven per cent felt it had not changed, or was lower. Yet the data reported earlier for one of the

Table 26

Responses of Administration and Staff to Questions About Changes
in Pupil Attitude and Achievement

Question	Prin.	Asst. Prin.	Teacher	Cluster	Psych. GC	Soc. Wk. CC
<u>Changes in attitude of pupils toward learning and school.</u>						
Yes, substantial	95	60	33	35	12	6
Yes, moderate	5	0	25	35	33	13
Yes, slight	0	3	2	5	0	19
No	0	0	11	5	4	0
No Basis for Answer, Omit	0	37	29	20	51	62
<u>Nature of pupils' attitudes now toward learning and school.</u>						
Extremely positive	30	8	20	15	4	13
Positive	70	47	54	55	50	31
Slightly positive	0	8	11	15	8	13
Slightly negative	0	5	3	0	4	0
Negative	0	0	1	5	0	0
No Basis for Answer, Omit	0	32	11	10	34	43
<u>Changes in level of achievement in language arts.</u>						
Yes, substantially higher	90	57	54	45	*	*
Yes, moderately higher	5	3	23	35		
Yes, slightly higher	0	3	5	10		
Yes, but lower	0	0	2	0		
No, no change	0	0	5	0		
No Basis for Answer, Omit	5	37	11	10		
<u>Changes in level of achievement in mathematics.</u>						
Yes, substantially higher	0	42	26	15	*	*
Yes, moderately higher	80	18	36	20		
Yes, slightly higher	15	3	8	15		
No, no change	0	0	11	10		
No Basis for Answer, Omit	5	37	19	40		
<u>Changes in level of achievement in other academic areas.</u>						
Yes, substantially higher	70	39	27	40	*	*
Yes, moderately higher	20	13	36	20		
Yes, slightly higher	0	3	9	0		
Yes, but lower	0	0	4	0		
No	0	0	7	0		
No Basis for Answer, Omit	10	45	17	40		

*There were some children in this category but too few to round to 1 per cent.

language arts, reading, showed no overall change. The apparent contradiction may be explained in two ways: first, reading is just one of the language arts, and teachers and administrators undoubtedly were considering them all. Even more important, the teacher of any one class sees that class from September to June, and as we reported earlier, looked at during that period of time, there is improvement in reading.

A majority within all groups was convinced that there had been a change in level of achievement in mathematics as well, although consistently smaller proportions felt that it was substantial, while higher proportions felt it was slight or had not changed. These reservations are consistent with the earlier data, for even within any one year, the improvement in arithmetic was not as great as that in reading.

Finally, asked a general question about changes in level of achievement in other academic areas like science and social studies, the respondents reported that, here too, they saw moderate or substantial improvements.

Overall then, these data combine to an extremely positive picture of pupil attitude and functioning, as the administrative and teaching staff see the pupils. These data, combined with the paper and pencil data on attitude and achievement, also illustrate how different data can reinforce or contradict each other. In the area of pupil attitude, both kinds of data indicate positive current attitudes. In the areas of achievement, the objective data do not show the improvement that the staff believes it has seen.

The Free Response Questions

Asked a variety of free response questions as to aspects of the MES program which they found valuable and those which they found disappointing, all staff levels were consistent in responding similarly so that their views can be summarized simply in terms of four points:

1) The single most significant feature of the MES program in everyone's mind is the smaller class size. This was often cited in and of itself as a virtue, but also mentioned in conjunction with the greater pupil participation it made possible, as well as the increased opportunity for teacher-pupil interaction. No one, at any staff level, ever had anything but kind words to say about this feature. This was also the feature most often recommended when respondents were asked what features of the MES program could be implemented on a citywide basis.

2) Although not as unanimously positive as those for class size, the second most favorable set of comments involved the specialists. While reservations were expressed that their role was in need of clarification and definition, and interpersonal problems of their functioning in a school needed elimination, there was agreement that they were an important and basic aspect of the program and were being used effectively.

3) There was also overwhelming agreement that the basic problem in the ME schools was staff functioning and selection. All levels of staff agreed that there was a need for rigorous and special preparation to teach effectively in an ME school, and that teachers currently there had not had this preparation, and were not receiving it. Administrators,

like our observers, noted that teachers were teaching as they always did, and teachers, too, noted the need for help in this area of methodology. From the administrators' point of view, the big problem was staff inexperience, instability, lack of preparation, and what they, the administrators, referred to as lack of understanding of the MES concept. They would remedy this by giving the principal greater control over the selection and retention of teaching staff, and by developing a special program for preparation of teachers to function in an ME school. As noted earlier, teaching staff agreed with this view, but also felt that comparable concern should be paid to the selection and preparation of administrative staff, in that supervision and administration of an ME school too, involved special skills and knowledge not generally part of the preparation of the school administrator.

4) Less pronounced, but equally consistent was the concern and doubt about two aspects of the current practices in school organization which characterize the MES program. We have already noted the generally negative evaluation of the way in which heterogeneous grouping has been employed, although some, primarily assistant principals, felt that it had important social and motivational advantages. The objections to its implementation almost always were qualified by the comment that teachers did not like the concept of heterogeneous groups, in large part because they had not been prepared to work with them, so this factor may have colored some attitudes towards implementation. The second administrative aspect involved the extent to which the school organization involves the movement of children and fragmentation of the school day.

Assistant principals expressed this most frequently, noting that they felt some revision was necessary to make for a more self-contained classroom, but teachers and specialists, too, were concerned with what they perceived as overly complex schedules interfering with the teaching process.

The same points above were seen once again when respondents, at the conclusion of the interview, were asked what recommendations they would make to improve the program, and what aspects of the program could be implemented in other schools throughout the city. Their most frequent recommendation involved aspects of the selection and preparation of administrators and teachers. Although few had specific suggestions other than a pay incentive, special training programs, or cooperation of the United Federation of Teachers, the view was frequently expressed that "some way" must be found to get well prepared, experienced teachers into the ME schools. Frequent comments were also made about the need to review the scheduling and organization of the ME school, with specific reference to heterogeneous grouping and the movement of children. Less often cited were recommendations to more clearly define the role of the teaching specialist, to pay more attention to guidance, to increase parent involvement, and finally, most often from assistant principals, to introduce more variation into all aspects of the program in an experimental and evaluative context.

As noted earlier, all levels interviewed believed that if funds and personnel were available, the smaller class and the availability of specialists and cluster teachers could profitably be introduced throughout the school system.

Principal Profile, Based on Modal Responses

Based on in-depth interviews of 20 MES principals, a picture of the "typical" principal's attitudes toward the ME program emerges.

Our typical principal has positive feelings about small class size; he sees it as an opportunity for greater familiarity on the part of the teacher with the strengths and weaknesses of each child. He may question the teachers' ability to take advantage of the small class in organizing lessons, but his more pressing problem is the issue of heterogeneous grouping. In general, the principal feels that heterogeneously grouped classes are more difficult to teach and that his teachers are not sufficiently well trained in handling this type of class. While he thinks that heterogeneous grouping has some good aspects, he is nonetheless concerned that the program is too heavily weighted toward the slower child.

While supervisory personnel now have more time for teacher training and curriculum development, the principal sees the proliferation of personnel in the school as having both advantages and disadvantages. In terms of his own work, he feels that his job has become more difficult because of the sheer numbers of staff members in the school. He feels a loss of personal contact and influence over the staff because it is too big. Similarly, he sometimes feels that there are too many things going on, and that he cannot keep his fingers on everything. On the other hand, our principal feels that he has more time to start worthwhile projects and coordinate staff efforts. His greater number of assistant principals have more staff contacts in terms of supervision.

For himself, there is now a greater involvement with the community, and he may notice that his work seems more interesting.

When asked what his staff thought of the ME program, he feels that staff attitudes reflect prior experience. Those teachers who had prior service in other schools liked it. He feels that they like the small class size best, and the degree of their liking it is reflected in small staff turnover. Those who had no experience elsewhere were less likely to be enthusiastic, while some staff objected to working with another teacher.

The principal feels that team teaching is effective, but that staff effectiveness is dependent on teachers' interest and involvement. He feels that his teachers would react to withdrawal of the ME program as if it were catastrophic and disastrous, because of the loss of teaching assistants, the need to go back to larger classes, the loss of daily preparation periods, and the shutdown of an experiment in which they saw good results.

Similarly, the parents would be upset and angry and would perceive such a shutdown as a blow to educational programs. Aside for the atypical parent who does not see auxiliary services as important, or who is dissatisfied because he expected more, faster, our principal feels that parents realize the benefits of MES and are strong backers of the program. They like the small classes and involvement with school staff.

The principal has designed several programs for involving the parents. A close relationship between the parents and the school has often been achieved through the efforts of the community coordinator and the guidance counselor. Parent workshops, such as sewing clubs,

have been developed, as well as English classes for Spanish-speaking parents. There is a close tie with the parents' association, but the principal is sometimes concerned with the small number of parents who attend parent meetings, or the lack of affiliation of his parents' association with the United Parents' Association. When he has a community coordinator, a workshop that is led by a guidance counselor, he feels they are more successful.

Workshops are also going on for staff in the areas of human relations, reading guidance, and the use of audiovisual aids. Periodic meetings and conferences with assistant principals contribute to in-service training. The principal feels that more meetings of cluster teachers as well as grade teachers has led to improved methods and techniques of instruction. Greater use of audiovisual and Science Research Associates materials are also important improvements. The principal feels that his staff is now better able to meet individual needs, giving greater enrichment to the more able student and at the same time providing more help for the slower one. The increased size of the teaching staff has provided stress on enrichment, and our principal believes these added features allow for better evaluation of each student's skills, as well as diagnosis of difficulties.

In some instances he feels that methods, materials, and management of learning have changed; he offers the example of greater emphasis on Negro heritage. He is nevertheless concerned that there is less time being allowed for areas like science and social studies.

When asked about the kinds of things he was able to do in an ME school that he could not do in another school, the principal felt most

strongly that he could spend more time observing teachers, often with an assistant principal, and that he could expect and realize more from each staff member. He experiences closer and more effective contact with teachers, parents, and community, and has greater use of supplementary personnel because of the contract with the United Federation of Teachers. Occasionally, our principal experiences the feeling that he has less contact with classrooms and individual children, and he sometimes feels that the school is so big that communication has become too complex and difficult.

Our principal feels more than enthusiastic about recommending features of the ME program for citywide use. He feels that larger staff, smaller classes, increased services, and earlier admission of children should all be incorporated, with perhaps a change in name from MES. He is not unaware of the problems of implementing these features in terms of insufficient personnel available, lack of other principals understanding the operation of MES, lack of space, his feeling that cluster teachers are sometimes least effective, and that heterogeneous grouping presents a teaching problem.

How would our principal improve the ME program? His foremost suggestion is that the principal should have a greater say about choosing the staff, as well as the number of them needed for various positions. He should also have the authority to transfer undesirable personnel. He feels he needs better trained teachers, and that more publicity must be given to the ideal program. He feels that MES must be given whatever it needs, even to building schools to order--especially larger classrooms.

Our principal wants more teacher training under assistant principals as well as a review of heterogeneous grouping. He wants more guidance classes but a decrease in the total number of personnel. He would be interested in experimenting with nongraded teaching and would like to see an in-depth study to explain why children do not learn to read.

CHAPTER VIII

CONCLUSIONS

In the introduction to this report, we noted our belief that this study, conducted during the third year of the MES program, belonged to the family of short-term evaluations which were suggestive rather than definitive. It is well to reiterate that belief as we note what the project coordinator has concluded about the MES program based on consideration of all of the data.

Even at this early point in the life of the MES program four major conclusions seem evident:

- 1) Although introduced as a "program," and although the essential administrative features of the MES program have been introduced into all participating schools, there was great variation from school to school on every criterion we considered. Thus, in any overall appraisal of the "program" one must constantly be aware that this is a deceptive, if necessary generalization which obscures the real differences from school to school. This also suggests an obvious next step in research and evaluation: to seek to identify what distinguishes the schools in which the MES concept had been more effectively implemented from those in which it has been less effectively implemented.
- 2) In the areas of overall school climate and staff attitude as sensed by observers, and as reported by administrative staff and teaching faculty, it is clear that in most of the schools in which the MES program has been established, there was an atmosphere and climate characterized by enthusiasm, interest, and hope, and a belief among all levels of staff that they were in a setting in which they could function. Moreover, parents and community, too, have responded with interest and enthusiasm to the

MES program in their neighborhood schools. The creation of such positive feelings and climates in a school system which in recent years has evidenced considerable internal stress and school-community conflict is an important accomplishment. It makes clear that school climate can be improved and that community relationships can be developed within a brief period of time.

3) Equally clear, are the data which indicate that the MES program has made no significant difference in the functioning of children, whether this was measured by observers rating what children did in class, and how they do it, or whether it was measured by children's ability in mathematics or reading on standardized tests. The data of this evaluation show that children in classes in ME schools were not behaving any differently than children in classes in the officially designated control schools or in classes in other special service schools. The achievement test data showed that the profiles of the ME schools were no different than the profiles of these same schools before the program was instituted. Moreover, the academic year gains which previous evaluations had noted, were not maintained over the calendar year, so that overall, in most grades in the Old ME schools after three years of MES, the retardation below the urban norms used for reading was no better, and in some cases worse. Children tested in the fourth grade and fifth grade after three years of MES, were further behind the standards of normal progress than when they began the program, and children tested in the sixth grade were no better off. The data from this current evaluation, when compared to the data from previous evaluations, indicates that the MES program has a brief positive effect on achievement, which is not maintained across the summer and moreover is not maintained beyond the first year or two

of the program. We see in these data no reason to expect better achievement in reading or arithmetic from the MES program as now constituted, nor any reason to believe that the program will result in significant alteration in the pattern of increasing retardation as a child progresses through the grades. A clue to the discrepancy between the positive finding in the area of morale and climate, and negative finding in the area of academic achievement, is provided by the fourth clear finding.

- 4) Despite the administrative and organizational changes, little has happened in the way of innovation or restructuring in the basic teaching process. Observers noted that a majority of lessons they saw could have been taught to larger classes with no loss in effectiveness. When asked about changes in "method of instruction," administrators and teachers alike pointed to the small class and the use of specialists and cluster teachers, which we would consider administrative changes rather than changes in methods of instruction. All levels of staff noted that the basic weakness of the program, or their major disappointment with it, centered about the functioning of teachers, which they attributed to inexperience and lack of preparation. All of these comments combine to a general agreement that in the absence of specific preparation, teachers have not revised techniques of instruction to obtain the presumed instructional advantages of the small class and the availability of specialized instruction. In view of this, the lack of academic progress is not surprising.

In the sense of some overall conclusion, we believe that this evaluation of the 1966-67 program in the More Effective Schools indicates that a basic administrative restructuring of a school so that classes are smaller, teach

pupil ratio significantly reduced, and specialized teaching, psychological, social, and health services provided, will have a dramatic impact on the attitudes and perceptions of the adults who function in, or observe that school. This is true of the adults who administer the school or teach in it, or of the adults who see it because their children attend it, and also of the adults who enter to observe it as members of an evaluation team. But these administrative changes, although elaborate and expensive in terms of both money and professional time, will not, in and of themselves, result in improvement in children's functioning. Hopefully, comparable radical revision and restructuring in direct aspects of the instructional process like curriculum, and methods of instruction, would achieve such improvement.

This overall conclusion will not be startling to those who developed, and those familiar with the original proposal for MES. Within that proposal appear references to "a dynamic reshaping of the...curriculum ..." ¹ The development of special programs and procedures involving "the invention and refinement of new practices created directly to meet the urgencies of the More Effective School Program," ² teacher involvement in "...experimentation, (and) exploration of new methodology..." ³

In this sense this evaluation shows that only portions of the MES concept have been implemented, specifically, those portions concerned with school organization, whereas those recommendations concerned with innovation, invention, experimentation, and change in the teaching process have not. Thus we believe it is critical that the reader recognize that this evaluation of the

¹Report of Joint Planning Committee, p. 1.

²Ibid, p. 7.

³Ibid, p. 14.

MES program, as it existed in 21 schools during the academic year 1966-67, can only be considered a limited evaluation of the MES concept as originally outlined and proposed. Until such time as these other aspects of the proposal are introduced, it will not be possible to more fully evaluate the impact of this concept.

APPENDIX A

STATISTICS DESCRIBING SELECTED ASPECTS OF THE PROGRAM

Prepared and written by Leonard Moriber
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New York.

Introduction

As was noted earlier in this report, one of the purposes of the 1966-67 evaluation of MES was to continue the analysis of factors such as class size, ethnic composition, and cost, previously presented in the 1965-66 evaluation completed by the Bureau of Educational Research. Through the cooperation of Dr. J. Wayne Wrightstone, director of the Bureau, these data were made available and are presented in this Appendix, as written by Dr. Moriber of the Bureau of Educational Program Research and Statistics.

Average Class Size and Pupil-Teacher Ratio

Average class size and pupil-teacher ratio for elementary grades one through eight in the More Effective Schools, the Community Zoned Schools, the Special Service Schools, and citywide elementary schools for the period October 31, 1963 through October 31, 1966, are presented in Table 1. These data were obtained from the Office of the Elementary Schools of the New York City Board of Education.

Average class size and pupil-teacher ratio are not the same. Average class size is obtained by dividing the total pupil register by the numbers of organized classes in a school. Pupil-teacher ratio reflects the impact of all authorized teaching positions in a school, whether or not the teacher is in charge of an organized class. This ratio is obtained by dividing the total pupil register of a school by the total number of authorized teaching positions in that school.

TABLE 1

Average Class Size and Pupil-Teacher Ratio, More Effective Schools
Community Zoned Schools, Special Service Schools, and Citywide
Elementary Schools - Elementary Grades One Through Eight
October 1963 Through October 1966

Type of School	Average Class Size October				Pupil-Teacher Ratio October			
	1963	1964	1965	1966	1963	1964	1965	1966
More Effective Schools	28.3	24.6	20.5	20.1	25.0	14.1	12.3	12.3
Community Zoned Schools	28.8	23.9	22.5	21.4	25.1	18.2	17.0	16.1
Special Service Schools	27.9	28.1	27.9	27.2	24.2	23.2	22.8	20.9
Citywide Elementary Schools	29.5	29.1	28.7	27.7	26.1	24.7	23.1	21.9

In the More Effective Schools average class size declined from 28.1 to 20.1, a decline of 8.0 during the period October 1963, through October 1966. In the Community Zoned Schools average class size declined from 28.8 to 21.4, a decline of 7.4 during the same period. The sharpest declines were found in October 1964, when average class size in the MES and Community Zoned Schools declined by 3.7 and 4.9, respectively, from the previous October. In citywide elementary schools the decline in average class size during the October 1963 through October 1966 period was much less striking. During this period, average class size declined from 29.5 to 27.7, a decline of 1.8.

Changes in pupil-teacher ratio during the period were even more marked. In the More Effective Schools, pupil-teacher ratio declined from 25.0 to 12.3, a decline of 12.7 during the period October 1963 through October 1966. In the Community Zoned Schools the pupil-teacher ratio declined from 25.1 to 16.1, a

decline of 9.0 during the same period. In all citywide elementary schools, pupil-teacher ratio declined from 26.1 to 21.9, a decline of 4.2 during the October 1963 through October 1966 period. Again, the sharpest declines in the More Effective and Community Zoned Schools occurred on October 1964, when the ratios declined by 10.9 and 6.9, respectively, from the previous October.

The trend towards lower average class sizes and pupil-teacher ratios in the types of schools studied is the result of a Board of Education policy to provide additional teaching positions, whenever possible, to all elementary schools in the New York City school district, but especially to such experimental projects as the More Effective Schools and Community Zoned Schools that the objectives of these programs be realized. Though pupil register in the New York City elementary schools has increased steadily during the period studied, provision of additional teaching positions has proceeded at a far more rapid rate, especially in the More Effective and Community Zoned Schools, thus accounting for the more dramatic declines in their average class size and pupil-teacher ratio.

Average Class Size and Pupil-Teacher Ratio in the Control Schools

Comparisons of average class size and pupil-teacher ratio between the MES and the nine control schools will better illustrate the impact of additional teaching positions and additional organized classes in the MES. On October 31, 1966, the average class size in the control schools was 28.5 while in the MES it was 20.1. As of the same date, pupil-teacher ratio in the control schools was 22.2 while in the MES it was only 12.3.

Ethnic Composition of Pupil Register

Tables 2 and 3 present data on the number and percentage of Puerto Rican, Negro, and other pupils enrolled in the More Effective Schools for the period

October 1963 through October 1966. For all the schools, data for the year immediately preceding that in which they became participants in the MES program as well as data for a number of years afterwards are presented. Data for four years are generally available for these schools which became MES in September 1964, and data for three years are generally available for those schools which became MES in September 1965.

For the schools established MES in September 1964, changes in the proportion of each ethnic group were found for all schools combined for the period October 1963 through October 1966. During this period the proportion of Puerto Rican and Negro pupils increased by 4.4 per cent and 2.1 per cent, respectively, while the proportion of other pupils declined by 6.5 per cent. Examination of the data for each school separately showed that the majority changed very little in ethnic composition during the October 1963 through October 1966 period. Pl X in the Bronx was an exception. In this school the Puerto Rican population increased by 9.2 per cent, while the Negro population declined by 8.3 per cent. The proportion of other pupils remained fairly constant. At PS 120 Brooklyn the changes were also more striking. During the period under study the proportion of Puerto Rican pupils increased by 7.5 per cent while the proportion of other pupils declined by 4.7 per cent.

Analysis of the data for the group of schools established as MES in September 1965, shows slightly different findings. For all schools combined, during the period October 1964 through October 1966, the proportion of Negro pupils in these schools increased by 6.2 per cent, while the proportion of other pupils declined by 8.1 per cent. The proportion of Puerto Rican pupils in these schools increased only slightly over the period.

If the data are examined for each school individually, the findings show interesting variations. For the eight schools for which three year comparison data are available, P 80 Brooklyn showed the largest decline in the proportion of other pupils (21.8 per cent) during the period studied. In all, two schools (P11 M, P110 X) showed increases in the proportion of other pupils during the period, while six schools (P168 M, P80 K, P165 K, P37 Q, P183 Q, P31 Q) showed declines in the proportion of other pupils on register. P80 Brooklyn showed the largest increase in the proportion of Negro pupils during the October 1964 through October 1966 period (14.4 per cent). In all, six schools (P11 M, P110 X, P80 K, P165 K, P183 Q, P31 R) showed increases in the proportion of Negro pupils on register during the period, while two schools (P168 M and P37 Q) showed declines in the proportion of Negro pupils enrolled.

Analysis of the data for the Puerto Rican pupils in the 11 new MES schools for the period October 1964 through October 1966, showed that in six schools the proportion of Puerto Rican pupils on register increased during the period, while in two schools the proportion declined. For the remaining three schools, no three year trend comparisons are possible since these schools were opened and occupied for the first time in September 1965.

Table 2

Numbers of Puerto Rican, Negro and Other Pupils on Register in Ten Elementary Schools Designated as More Effective Schools at Start of 1964-1965 School Year
October 1963 Through October 1966

School	October 1963			October 1964			October 1965			October 1966		
	PR	N	O	PR	N	O	PR	N	O	PR	N	O
4 P83M*	-	-	-	798	269	76	723	238	67	744	204	51
6 P100M	11	1177	0	1188	11	1022	9	1029	2	22	1033	0
4 P154M*	-	-	-	-	68	1013	50	1025	1	45	833	0
7 P 1X	477	529	120	1126	403	422	536	411	103	526	396	99
12 P102X	114	160	624	898	93	154	106	131	529	766	149	180
11 P106X	123	160	616	899	107	152	107	139	549	795	120	168
16 P120K**	770	202	92	1064	868	198	828	188	52	1068	850	172
17 P138K	81	923	50	1054	82	1011	76	1196	38	1310	87	1270
28 P 40Q	27	701	3	731	29	900	39	1046	3	1088	31	993
30 P 18R	49	350	436	835	36	341	33	356	522	911	31	387
Total	1652	4202	1941	7795	2495	5482	2507	5759	1866	10132	2605	5686
											371	10162

October 1964 Through October 1966												
3 P 11M	-	-	-	372	40	180	412	77	290	779	378	87
2 P146M*	-	-	-	-	-	-	433	350	66	849	489	220
2 P168M	-	-	-	722	490	152	505	274	47	826	600	80
8 P110X	-	-	-	510	571	22	447	524	26	997	436	27
18 P 41K*	-	-	-	-	-	-	277	636	23	936	264	1080
21 P 80K	-	-	-	346	202	477	206	140	153	499	213	24
18 P165K	-	-	-	124	671	224	109	433	178	720	117	128
13 P307K*	-	-	-	-	-	-	120	265	8	393	148	517
29 P 37Q	-	-	-	9	416	74	46	396	83	525	41	766
27 P183Q	-	-	-	126	456	401	125	417	340	882	477	118
30 P 31R***	-	-	-	34	258	249	42	294	246	582	131	722
Total	-	-	-	2243	3104	1779	2700	3806	1460	7988	2874	578
											4287	878
											327	770
											1449	8610

*Data unavailable; school not opened at time of special census.

**Formerly P14K

***Formerly P14K

Table 3

Per Cent of Puerto Rican, Negro, and Other Pupils on Register in Ten Elementary Schools Designated as More Effective Schools at Start of 1964-65 School Year
October 1963 Through October 1966

School	October 1963			Per Cent of Total October 1964			October 1965		
	PR	N	Q	PR	N	Q	PR	N	Q
P 83M*		*		69.9	23.5	6.6	70.4	23.1	6.5
P 100M	0.9		99.1	1.1	98.9	0.0	0.9	98.9	0.2
P 154M*		*		6.2	93.5	0.3	4.8	95.2	0.0
P 1X	42.4		47.0	43.1	45.2	11.7	51.1	39.1	9.8
P 102X	12.7		17.8	69.5	11.6	19.1	69.3	13.8	17.1
P 106X	13.7		17.8	68.5	13.4	19.1	67.5	13.5	17.5
P 120K**	72.4		19.0	8.6	78.1	17.8	4.1	77.6	17.6
P 138K	7.7		87.6	4.7	7.2	88.3	4.5	5.9	91.2
P 140Q	3.7		95.9	0.4	3.1	96.7	0.2	3.6	96.2
P 18R	5.9		41.9	52.2	4.4	41.2	54.4	3.7	39.1
Average	21.2		53.9	24.9	25.4	55.9	18.7	24.7	56.8
									18.4
									25.6
									56.0
									18.4

Per Cent of Puerto Rican, Negro, and Other Pupils on Register in Eleven Elementary Schools Designated as More Effective Schools at Start of 1964-1965 School Year
October 1964 Through October 1966

P 11M	-	-	-	62.8	6.8	30.4	52.8	9.8	37.2	55.1	12.7	32.2
P 146M*	-	-	-	-	-	-	51.1	41.2	7.7	53.5	37.7	8.8
P 168M	-	-	-	52.9	35.9	11.2	61.2	33.2	5.6	68.6	28.3	3.1
P 110X	-	-	-	46.2	51.8	2.0	44.8	52.6	2.6	40.3	57.1	2.6
P 41K*	-	-	-	-	*	-	29.6	67.9	2.5	31.9	65.2	2.9
P 80K	-	-	-	33.8	19.7	46.5	41.3	28.1	30.6	41.2	34.1	24.7
P 165K	-	-	-	12.2	65.8	22.0	15.2	60.1	24.7	15.2	70.7	14.1
P 307K*	-	-	-	-	*	-	30.5	67.4	2.1	20.4	63.2	16.4
P 37Q	-	-	-	1.8	83.4	14.8	8.7	75.5	15.8	7.1	82.5	10.3
P 183Q	-	-	-	12.8	46.4	40.8	14.2	47.3	38.5	14.9	47.5	37.6
P 31R***	-	-	-	6.3	47.7	46.0	7.3	50.5	42.2	7.4	50.2	42.4
Average				31.5	43.6	24.9	32.4	48.5	19.0	33.4	49.8	16.8

*Data unavailable; school not opened at time of special census

**Formerly P24K

***Formerly P17R

Per Pupil Costs of Instruction Proper

Tables 4 and 5 present data on costs per pupil in average daily attendance for instruction proper for the 1965-66, and 1966-67 school years for the ten More Effective Schools established in September 1964; the eleven More Effective Schools established in September 1965; and the nine control schools involved in the evaluation. Instruction proper as generally defined, refers to those expenditures for schools directly involved in the day-to-day instructional program within a school. For the purpose of this study, expenditures for instruction proper include all expenditures for salaries of professional personnel carried on school payrolls such as classroom teachers, principals and assistant principals, school secretaries, school aides, etc., and expenditures for supplies and equipment.

Data on salaries were obtained from monthly payrolls available at the Bureau of Finance. Because the preparation of this section took place in May 1967, it was necessary to estimate monthly payroll totals for the period June 1967 through August 1967. Data on 1966-67 allotments for supplies and equipment were obtained from the Office of Elementary Schools and the Office of More Effective Schools. The computed average daily attendance for the 21 More Effective Schools and the nine control schools was for the first six attendance reporting periods for the 1966-67 school year (September 8, 1966 through April 14, 1967).

For the 1966-67 school year, the unit cost per pupil for instruction proper for all schools combined for the ten More Effective Schools established in September 1964, was \$898.63. This represents an increase of 4.6 per cent from the previous year. For these ten schools considered separately, the unit cost per pupil for instruction proper ranged from \$802.64 for P138K, to \$1,106.59

for P154M. Seven schools (P83M, P154M, P1X, P106X, P120K, P138K, P40Q) showed increases in per pupil costs over the previous year while three schools (P100M, P102X, and P18R) showed declines in per pupil costs from the previous year. The schools showing the largest increases in per pupil costs in 1966-67 from the previous year were P154M and P1X where the costs per pupil increased by 17.2 per cent and 15.4 per cent, respectively.

For the eleven More Effective Schools established in September 1965, the unit cost per pupil for instruction proper for all schools combined in 1966-1967 was \$932.52, and was almost unchanged from the 1965-1966 per pupil cost figure of \$930.55 for all eleven schools combined. Consideration of the eleven schools separately showed that the 1966-1967 per pupil costs ranged from \$734.54 for P110X, to \$1,184.59 for P11M, and that four schools (P11M, P168M, P41K, and P307K) had per pupil costs for instruction proper in excess of \$1,000. Unlike the MES established in September 1964, more schools of the MES established in September 1965 showed declines than increases in per pupil costs in 1966-1967. In all, seven schools (P146M, P110X, P80K, P165K, P30K, P37Q, P31R) showed declines in 1966-1967 per pupil costs while four schools (P11M, P168M, P41K, P183Q) showed increases in per pupil costs. The school showing the largest increase in per pupil cost of instruction proper in 1966-1967 from the previous year was P41K (20.2 per cent).

Again, the eleven MES established in September 1965, continued to have higher per pupil costs for instruction proper in 1966-1967 than the ten MES established in September 1964. For all schools combined the 1966-1967 per pupil costs for the eleven newer MES was \$932.52, while for the ten older MES it was \$898.63, a difference of \$33.89. However, this difference was considerably less than that found for the 1965-1966 school year. During that

year the per pupil cost of instruction proper for the eleven newer MES was \$930.55, while for the ten older MES it was \$859.38, a difference of \$71.17 per pupil.

The data on expenditures and per pupil costs of instruction proper for the nine control schools for both the 1965-1966 and 1966-1967 school years offer a striking contrast to the per pupil costs obtained for the 21 MES. For the 1966-1967 school year, the cost per pupil for instruction proper for all nine schools combined was \$485.68, and was approximately one-half of what it was in either the ten older MES combined or the eleven newer MES combined. Of the control schools, P171Q had the highest per pupil cost for instruction proper (\$635.59); yet each of the 21 MES exceeded this cost by considerable amounts. Analysis of the 1965-1966 expenditures and per pupil cost data for the nine control schools produced generally the same findings. For all nine control schools combined, the costs per pupil for instruction proper were again, approximately, one-half of what they were for the ten older MES and eleven newer MES combined. School by school analysis also showed that in each of the 21 MES, per pupil costs of instruction proper considerably exceeded the highest per pupil cost in the control schools.

It may be concluded that the high level of expenditures and per pupil cost of instruction proper in the 21 MES reported for the 1965-1966 school year is being maintained in the 1966-1967 school year. Also, the striking differences between those higher per pupil costs in the 21 MES and those in the nine control schools, first reported in 1965-1966, have continued in 1966-1967.

Table 4

Expenditures for Salaries and Supplies and Equipment, Average Daily Attendance, and Per Pupil Cost of Instruction Proper, School Years, 1965-1966 and 1966-1967. Ten NES Schools Established in the Fall of 1964

School	1965-1966				1966-1967			
	Supplies and		Per Pupil	ADA ^a	Supplies and		Per Pupil	ADA ^a
	Salaries	Equipment			Salaries	Equipment		
	Total	Expenditures	Costs		Total	Expenditures	Costs	
P83M	\$769,432	\$18,516	\$854.60	922	\$770,316	\$794,956	\$892.21	891
P10QM	804,319	21,920	918.04	900	809,413	832,936	899.49	926
P154M	884,202	21,979	943.94	960	899,522	925,112	1,106.59	836
PLX	680,716	16,673	765.62	911	748,704	774,072	883.64	876
PL02X	605,390	11,810	907.65	680	630,351	649,923	825.82	787
PL06X	617,098	12,448	879.26	716	668,079	687,250	907.86	757
PL20K	716,492	20,139	780.32	944	729,313	755,504	809.76	933
PL38K	881,639	20,855	768.73	1174	966,911	997,677	802.64	1243
P40Q	839,445	22,820	878.97	981	898,778	927,178	970.87	955
PL8R	751,832	16,550	946.28	812	736,130	759,207	932.69	814
All Schools								
Combined	7,550,565	183,800	859.38	9,000	7,857,517	8,103,815	898.63	9018

Expenditures for Salaries and Supplies and Equipment, Average Daily Attendance, and Per Pupil Cost of Instruction Proper, School Years 1965-1966, and 1966-1967. Eleven NES Schools Established in the Fall of 1965									
School	Supplies and		Per Pupil	ADA ^a	Supplies and		Per Pupil	ADA ^a	Costs
	Salaries	Equipment			Salaries	Equipment			
	Total	Expenditures	Costs		Total	Expenditures	Costs		
PL1M	\$666,509	\$31,318	\$1,018.73	685	\$685,668	\$714,308	\$1184.59	603	
PL4GM	741,162	52,169	960.45	826	753,290	782,771	937.45	835	
PL68M	620,634	41,342	918.14	721	708,119	735,851	1005.26	732	
PL10X	622,108	41,472	738.95	898	661,707	693,402	734.54	944	
P41K	644,011	45,116	873.42	789	679,789	713,755	1049.64	680	
P80K	325,686	21,839	902.66	385	341,650	358,552	876.66	409	
PL65K	525,837	38,953	867.57	651	546,843	570,973	848.40	673	
P307K	588,313	49,101	1,322.43	482	623,091	648,828	1026.63	632	
P37Q	430,828	28,563	959.06	479	459,140	478,466	892.66	536	
PL83Q	677,370	35,076	909.89	783	689,168	716,777	923.68	776	
P31R	500,782	40,019	939.05	576	543,867	565,286	851.33	664	
All Schools									
Combined	6,343,240	425,058	930.55	7,275	6,692,332	6,978,969	932.52	7,484	

a. First six attendance reporting periods

Table 5

Expenditures for Salaries and Supplies and Equipment,
Average Daily Attendance and Per Pupil Cost of Instruction Proper,
School Years 1965-1966, and 1966-1967. Nine Control Schools

School	1965-1966			1966-1967			Per Pupil Cost
	Salaries	Supplies and Equipment	Average Daily At- tendance	Salaries	Supplies and Equipment	Total	
PL44M	\$460,406	\$14,476	813	\$469,546	\$ 14,102	\$ 483,648	\$629.75
PL61K	436,733	16,333	1,167	480,120	16,007	496,127	378.72
P29X	749,512	30,807	1,887	878,975	29,124	908,099	442.54
P93X	403,636	13,341	1,017	432,876	15,617	448,493	441.87
PL67K	563,688	15,954	1,399	555,841	23,287	579,128	408.41
PL84K	508,802	28,488	1,221	534,512	19,696	554,208	541.22
P250K	503,666	15,257	1,028	535,665	15,982	551,647	520.42
PL71Q	439,679	14,680	657	481,750	11,469	493,219	635.59
P 44R	444,884	13,370	964	490,966	16,350	507,316	553.23
All Schools Combined	\$4,511,006	\$162,706	10,153	\$4,860,251	\$161,634	\$5,021,885	\$485.68

*First six attendance reporting periods

Appendix B - INSTRUMENTS

EXPANSION OF THE MORE EFFECTIVE SCHOOL PROGRAM

List of Instruments

Individual Lesson Observation Report and Control School	B1
Individual Class Observation Report	B5
Teacher Behavior Record	B10
General Report At The End Of The First Visit	B12
Teacher Questionnaire	B16
MES Principal's Interview	B19
MES Staff Interview	B29
My Class - Student Questionnaire	B38
My School - Student Questionnaire	B39
Observer Questionnaire	B40

More Effective Schools

INDIVIDUAL LESSON OBSERVATION REPORT & CONTROL SCHOOLS

School _____ Borough _____ Class _____ Grade _____ Date _____

Teacher's name _____ Sex _____ Observer _____

Length of observation _____ Activities observed _____

1. Content of lesson observed

1. Reading
2. Spelling
3. Math
4. Science
5. Social Studies
6. Music or Art
7. Other _____

2. Did you see entire lesson?

1. Yes
2. No, I missed beginning
3. No, I missed end

3. How typical do you think this lesson was of normal functioning in this classroom?

1. Completely typical
2. Reasonable approximation
3. Less than reasonable approximation. Why? _____

4. Who taught this lesson?

1. Regular classroom teacher
2. "Cluster teacher"
3. Special staff. Indicate who: _____
4. More than one member of the staff. Indicate who: _____

5. What amount of planning and organization was evident in this lesson?

1. Lesson was exceptionally well organized and planned
2. Lesson was organized and showed evidence of planning
3. Lesson showed some signs of previous teacher preparation
4. Lesson showed few or no signs of organization or planning

6. How would you characterize the level of creativity and imagination evidenced in this lesson?

1. Extremely creative
2. Moderately creative
3. Average
4. Somewhat stereotyped
5. Very uncreative and stereotyped

7. If you rated the lesson as "moderately" or "extremely creative," please explain the basis for the ratings _____
- _____

8. How appropriate was this level of creativity for the group being taught?

1. Completely appropriate
2. Somewhat appropriate
3. Of little appropriateness
4. Not appropriate

9. To what extent, and how effectively, were teaching aids utilized?

1. Wide variety used and used creatively and effectively
2. Wide variety used but not particularly effectively
3. Some used and used creatively and effectively
4. Some used but not particularly effectively
5. Little or no use of teaching aids.

10. To what extent did this lesson refer to earlier material?

1. Considerable reference to previous lessons
2. Some reference to previous lessons
3. No reference to previous lessons
4. No reason for references to earlier material

11. To what extent did this lesson lay a foundation for future lessons?

1. Considerable possibility for continuity
2. Some opportunity for continuity
3. Little or no possibility of continuity
4. Little possibility for continuity in the material

12. To what extent did this lesson lay a foundation for independent work?

1. Considerable possibility for independent work
2. Some opportunity for independent work
3. Little or no possibility for independent work
4. Little possibility for independent work in the material

13. What use of the child's background and experience was evident in this lesson?

1. Consistent opportunities for child to relate lesson to his own experience and/or bring experience to lesson
 2. Some opportunity for child to relate lesson to his experience and use experience in lesson
 3. Lesson was remote from the child's experience
 4. Question not applicable. Explain: _____
- _____

14. Approximate number of children in teaching unit: _____

15. To what extent could this lesson have been taught with a class size of 30-35?

1. Larger class size would have completely destroyed lesson effectiveness
2. Larger class size would have seriously impeded lesson effectiveness
3. Lesson would have been somewhat less effective in a larger class
4. Lesson would have been just as effective in a larger class

16. How would you rate teacher's adaptation of response and materials to the number of students?
1. Excellent adaptation to unit size: at least some things done unique to unit size.
 2. Effective efforts made to utilize group size
 3. Some effort made to adapt to unit size
 4. Little or no effort made to adapt to unit size
17. Was ability grouping employed?
1. Yes
 2. No
 3. No relevant observation made. Explain: _____
18. Was the lesson group formed from the grade unit?
1. Yes
 2. No
 3. Not relevant: _____
-

Now rate the overall lesson in terms of the criteria underlined:

19. How would you rate the lesson you have just seen, considering the quality of instruction?
1. Outstanding
 2. Better than average
 3. Average
 4. Below average
 5. Extremely poor
20. How would you rate the lesson you have just seen, considering the amount of material covered?
1. Outstanding
 2. Better than average
 3. Average
 4. Below Average
 5. Extremely poor
21. How would you rate the lesson you have just seen, considering the depth of lesson?
1. Outstanding
 2. Better than average
 3. Average
 4. Below average
 5. Extremely poor
22. How would you rate the lesson you have just seen, considering the children's interest and enthusiasm?
1. Outstanding
 2. Better than average
 3. Average
 4. Below average
 5. Extremely poor

23. What was the overall participation of children in lesson?
1. Every or almost every child was actively involved
 2. More than half the class participated
 3. About half of the class participated
 4. Less than half of the children participated
 5. Few children participated in the lesson
24. How would you rate the verbal fluency of the children who participated?
1. Outstanding
 2. Better than average
 3. Average
 4. Below average
 5. Extremely poor
25. How many children raised spontaneous questions?
1. Every or almost every child
 2. More than half the children
 3. About half the children
 4. Less than half the children
 5. Very few or no children raised spontaneous questions
26. How many children volunteered in response to teacher questions?
1. Every or almost every child
 2. More than half the children
 3. About half the children
 4. Less than half the children
 5. Very few or no volunteering

Additional comments on lesson:

More Effective Schools

Pre-Kindergarten / Kindergarten

INDIVIDUAL CLASS OBSERVATION REPORT

School _____ Borough _____ Class _____ Grade _____ Date _____

Teacher's Name _____ Sex _____ Observer _____

Length of observation _____ Activities observed _____

If this is a joint observation, check here _____ and record name of other observer _____.

Joint observations should be reported by each observer without consultation.

1. Content of activity observed.

2. How typical do you think what you saw was of normal functioning in this classroom?

1. Completely typical
 2. Reasonable approximation
 3. Less than reasonable approximation. Why? _____
- _____

3. Who conducted this activity

1. Regular classroom teacher
 2. "Cluster teacher"
 3. Special staff. Indicate who: _____
 4. More than one member of the staff. Indicate who: _____
- _____

4. What amount of planning and organization was evident in this class activity?

1. Activity was exceptionally well organized and planned
2. Activity was organized and showed evidence of planning
3. Activity showed some signs of previous teacher preparation
4. Activity showed few or no signs of organization or planning

5. Was concept development employed?

1. Yes _____
2. No _____

Explain:

6. How would you characterize the level of creativity and imagination?

1. Extremely creative
2. Moderately creative
3. Average
4. Somewhat stereotyped
5. Very uncreative and stereotyped

7. If you rated the lesson as "moderately" or "extremely creative," please explain the basis for rating _____

8. How appropriate was this level of creativity for the group being taught?

1. Completely appropriate
2. Somewhat appropriate
3. Of little appropriateness
4. Not appropriate

9. What use of the child's background and experience was evident in this lesson?

1. Consistent opportunities for child to relate lesson to his own experience and/or bring experience to lesson
 2. Some opportunity for child to relate lesson to his experience and use experience in lesson
 3. Lesson was remote from the child's experience
 4. Question not applicable. Explain: _____
- _____

10. To what extent, and how effectively, were teaching aids utilized?

1. Wide variety used and used creatively and effectively
2. Wide variety used but not particularly effectively
3. Some used and used creatively and effectively
4. Some used but not particularly effectively
5. Little or no use of teaching aids

11. Approximate number of children in teaching unit: _____

12. To what extent could this activity have been carried through with a class size of 30-35?

1. Larger class size would have completely destroyed effectiveness
2. Larger class size would have seriously impeded effectiveness
3. Activity would have been somewhat less effective in a larger class
4. Activity would have been just as effective in a larger class

13. How would you rate teacher's adaption of response and materials to the number of students?

1. Excellent adaption to unit size: at least some things done unique to unit size.
2. Effective efforts made to utilize group size
3. Some effort made to adapt to unit size
4. Little or no effort made to adapt to unit size

14. How would you rate the amount of material covered?

1. Outstanding
 2. Better than average
 3. Average
 4. Below average
 5. Extremely poor
 6. Not relevant
-
-

15. How would you rate the depth of instruction?

1. Outstanding
 2. Better than average
 3. Average
 4. Below Average
 5. Extremely poor
 6. Not relevant
-
-

16. How would you rate the activity you have just seen, considering the children's interest and enthusiasm

1. Outstanding
2. Better than average
3. Average
4. Below average
5. Extremely poor

17. What was the overall participation of children?

1. Every or almost every child was actively involved
2. More than half the class participated
3. About half of the children participated
4. Less than half of the children participated
5. Few children participated in the lesson

18. How many children volunteered in response to teacher questions?

1. Every or almost every child
 2. More than half the children
 3. About half the children
 4. Less than half the children
 5. Very few or no volunteering
 6. Not relevant
-
-

19. How many children raised spontaneous questions?

1. Every or almost every child
 2. More than half the children
 3. About half the children
 4. Less than half the children
 5. Very few or no children raised spontaneous questions
 8. Not relevant
-

20. How would you describe the teacher's handling of the children's spontaneous questions?

1. Questions were welcomed and built on
2. Questions were answered cursorily
3. Questions were ignored
4. Questions were repressed

21. How would you rate the verbal fluency of the children who participated?

1. Outstanding
2. Better than average
3. Average
4. Below average
5. Extremely poor

22. How would you rate the verbal communication among the children?

1. Excellent
2. Better than average
3. Average
4. Below Average
5. Extremely poor

23. How would you rate the teacher's verbal communication with the children?

1. Excellent
2. Better than average
3. Average
4. Below Average
5. Extremely poor

24. How would you rate the teacher's communication with non-English speaking children?

1. Excellent
 2. Better than average
 3. Average
 4. Below Average
 5. Extremely poor
 8. Not relevant
-

25. How would you rate the overall quality of instruction?

1. Outstanding
2. Better than average
3. Average
4. Below average
5. Extremely poor

26. How would you rate the classroom's appearance?

1. Extremely attractive
2. Of greater than average attractiveness
3. Average
4. Less than average attractiveness
5. Unattractive

Additional observation _____

27. How would you describe the classroom atmosphere in terms of discipline and in terms of warmth?

1. Undisciplined and warm
2. Undisciplined and cold
3. Disciplined yet congenial or warm
4. Disciplined and cold
5. Overdisciplined yet warm
6. Overdisciplined and cold

28. How would describe the overall relationship among the children?

1. Extremely positive
2. Positive
3. Average
4. Negative
5. Extremely negative

29. How would describe the overall Teacher-Pupil relationship?

1. Extremely positive
2. Positive
3. Average
4. Negative
5. Extremely negative

Additional comments on class observed:

TEACHER BEHAVIOR RECORD

1.

School _____ Borough _____ Class _____ Grade _____ Date _____

Teacher's name _____ Sex _____ Observer _____

Length of observation _____ Activities observed _____

If this is a joint observation, check here _____ and record name of other observer _____.

Joint observations should be reported by each observer without consultation.

Instructions: On the basis of teacher behavior observations in the classroom, check one of the seven choices for each of the following categories. A low number indicates that a person is more like the description on the left. A high number indicates that a person is more like the description on the right. Number 4 is midway between each pair of opposite descriptions. Number 4 represents non-extreme, average behavior.

Mid-Point								
1. <u>Autocratic:</u> told pupils each step to take; gave mandatory directions; intolerant of pupils' ideas	1	2	3	4	5	6	7	<u>Democratic:</u> encouraged ideas, opinions, and decisions of pupils; guided without being mandatory
2. <u>Aloof:</u> stiff and formal with pupils; focus on subject matter and routine; pupils as persons ignored	1	2	3	4	5	6	7	<u>Responsive:</u> approachable to all students; gave encouragement and spoke to pupils as equals; recognized individual differences
3. <u>Dull:</u> uninteresting monotonous explanations; lacked enthusiasm; not challenging	1	2	3	4	5	6	7	<u>Stimulating:</u> held attention of pupils; enthusiastic; interesting and challenging material
4. <u>Partial:</u> slighted or criticized a few pupils, or gave attention and special advantages to a few pupils	1	2	3	4	5	6	7	<u>Fair:</u> treated all pupils about equally; distributed attention to many pupils
5. <u>Apathetic:</u> listless; preoccupied; bored by pupils	1	2	3	4	5	6	7	<u>Alert:</u> bouyant; constructively busy; wide-awake; interested in class activity
6. <u>Unsympathetic:</u> little concern for personal problems of pupils or pupil failure; impatient with pupils	1	2	3	4	5	6	7	<u>Understanding:</u> patient and sympathetic with pupil viewpoints and needs; aware of pupil problems
7. <u>Stereotyped:</u> used routine procedures without variation; unimaginative presentation	1	2	3	4	5	6	7	<u>Original:</u> used unique teaching devices; imaginative; had wide variety of illustrations
8. <u>Harsh:</u> hypercritical; cross; sarcastic; scolding	1	2	3	4	5	6	7	<u>Kindly:</u> pleasant and helpful to pupils; friendly and concerned

(PLEASE CONTINUE ON NEXT PAGE)

9. <u>Inarticulate</u> : inaudible speech; limited expression; disagreeable voice tone; poor inflection	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Fluent</u> : plainly audible speech; good expression; agreeable voice tone; good inflection
10. <u>Unattractive</u> : untidy; inappropriately dressed; poor posture and bearing; distracting personal habits	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Attractive</u> : well-groomed and dressed; good posture and bearing; no distracting personal habits
11. <u>Evading</u> : avoided responsibility and decisions; assignments and directions indefinite; help inadequate	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Responsible</u> : made required decisions; conscientious; gave definite directions; thorough
12. <u>Erratic</u> : impulsive; uncontrolled; inconsistent	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Steady</u> : controlled; stable; consistent; predictable
13. <u>Uncertain</u> : unsure of self; hesitant; timid; faltering; artificial	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Confident</u> : sure of self; self-confident; undisturbed by mistakes and/or criticism
14. <u>Excitable</u> : easily disturbed and upset; "jumpy", nervous	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Calm</u> : seemed at ease at all times; poised; dignified but not stiff or formal
15. <u>Disorganized</u> : objectives not apparent; explanations not to the point; wasted time; easily distracted from matter at hand	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Systematic</u> : careful planning; gave reasonable explanations; objectives apparent; not easily distracted
16. <u>Inflexible</u> : rigid in conforming to routine; made no attempt to adapt materials and activities to individual pupils	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Adaptable</u> : flexible in adapting explanations; individualized materials for pupils as required; adapted activities to pupils
17. <u>Pessimistic</u> : skeptical; unhappy; noted mistakes more than good points; frowned	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Optimistic</u> : cheerful; good-natured; genial; looked on bright side; called attention to good points
18. <u>Immature</u> : naive; self-pitying; demanding; boastful; conceited	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Integrated</u> : maintained class as center of activity; kept self out of spotlight; mature; emotionally well controlled
19. <u>Narrow</u> : limited background in subject or material; poor scholarship; incomplete or inaccurate information	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Broad</u> : good background in subject; good scholarship; gave complete and accurate answers to questions

More Effective Schools

General Report at the End of the First Visit

School _____ Borough _____ Date _____ Observer _____

Listed below are some special features of MES classes. Please consider the extent and the effectiveness of their use in the classes which you observed today by circling the number which appropriately corresponds to the scale below:

1. Used widely and used creatively and effectively
2. Used widely but not particularly effectively
3. Some use, and used creatively and effectively
4. Some use, but not particularly effective
5. Opportunity to observe but little or no evidence of use
6. No opportunity to observe

	Rating					
heterogeneous grouping	1	2	3	4	5	6
reduced class size	1	2	3	4	5	6
cluster teaching	1	2	3	4	5	6
teacher assistants	1	2	3	4	5	6
audio-visual material	1	2	3	4	5	6
audio-visual teacher	1	2	3	4	5	6
special instruction in language-arts	1	2	3	4	5	6
special instruction in speech	1	2	3	4	5	6
corrective reading instruction	1	2	3	4	5	6
teaching specialists (indicate)						
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6

2.

teaching aids (indicate)

_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6

special methods of class
organization (indicate)

_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6

1. How would you rate the attractiveness of the building

1. extremely attractive
2. of greater than average attractiveness
3. average
4. of less than average attractiveness
5. generally unattractive

2. How would you rate the general attractiveness of the classrooms you have seen

1. consistantly very attractive
2. most rooms attractive
3. some classrooms attractive
4. most of the classrooms were unattractive
5. classrooms were consistantly unattractive

3. What is the general school climate?

1. extremely positive
2. positive
3. average
4. negative
5. extremely negative

4. What was the general attitude of the teaching staff toward the children?

1. extremely positive
2. positive
3. average
4. negative
5. extremely negative

5. How would you rate the attitude of the administrative staff?

1. extremely positive
2. positive
3. average
4. negative
5. extremely negative

- 3.
5. How would you rate the attitude of the supplementary teaching and service staff?
1. extremely positive
 2. positive
 3. average
 4. negative
 5. extremely negative
6. What was the general attitude of the children toward the teaching staff?
1. extremely positive
 2. positive
 3. average
 4. negative
 5. extremely negative
7. How would you characterize discipline in these classes?
1. Sufficient control and quiet for excellent learning atmosphere
 2. Sufficient control and quiet for a good learning atmosphere
 3. Sufficient control and quiet for an average learning atmosphere
 4. Lack of sufficient control and quiet for an average learning atmosphere
 5. Too chaotic and noisy for learning.
9. What seemed to be the single most effective feature of MES in the classrooms you visited?
-
-
10. What other effective features did you see?
11. What, if any, special classroom problems do you think are particular to MES, or especially acute in this MES school?
12. If the instruction you have seen was typical of MES schools, how would you feel about having a child of your own enrolled in a MES school.
1. enthusiastic
 2. definitely positive, but not enthusiastic
 3. slightly positive
 4. slightly negative
 5. strongly negative

4.

13. If these classes were typical of the quality of instruction in all MES schools, how would you feel about the MES program in general?

1. Retain as is
2. Slightly change
3. Strongly modify
4. Abolish

14. Please give further explanation of your above answer.

15. Assuming the pupil day in the average school costs \$X, how much was the pupil day you saw worth?

1. Less than X
2. X
3. 2X

16. Additional general comments.

CENTER FOR URBAN EDUCATION

MORE EFFECTIVE SCHOOLS PROGRAM

To: Teachers in More Effective Schools

From: David J. Fox, Project Coordinator

Re: Evaluation of M.E.S. Program

As you know, we have been studying the More Effective Schools program since last Fall. Many of you have expressed a desire for a chance to voice your reactions to and observations of the M.E.S. program. This will be fulfilled in two ways. The questionnaire below is being sent to all teachers in M.E.S. schools. During the coming weeks we shall conduct more detailed interviews with many of you (with your consent) for additional information.

In both instances all your answers and comments will be held in absolute confidence. Only I and my research staff will ever see any of this material, and none of it will ever be attributed to a specific individual or tied to a school, directly or indirectly, in any of our reports.

Thank you for your cooperation in this important phase of our study.

Name _____ Date _____

1. M F 2. Age _____ 3. School _____ 4. Borough _____

5. Position:
Regular classroom teacher _____ Class _____ Cluster teacher _____ Grade _____

6. License(s): (please circle) Early Childhood Common Branchus
J.H.S. _____ Other _____
subject

7. Total years of teaching experience _____ 8. Years at this school _____

9. If prior experience: please list the school, borough or city (and state if other than New York), the number of years there, and the subject area and/or position you held in the spaces provided below.

School _____ Place _____ No. yrs. _____ Position _____

School _____ Place _____ No. yrs. _____ Position _____

School _____ Place _____ No. yrs. _____ Position _____

10. How do you feel about the MES Program in your school? (circle number)

1. Completely positive
2. Strongly positive but not completely
3. Slightly positive
4. Slightly negative
5. Strongly negative but not completely
6. Completely negative

11. Why?

12. Listed below are some special features of MES classes. Please consider the extent and effectiveness of their use in this school by circling the number which appropriately corresponds to the scale below:

1. Used widely and used creatively and effectively
2. Used widely but not particularly effectively
3. Some use, and used creatively and effectively
4. Some use, but not particularly effective
5. Opportunity to observe but little or no evidence of use
6. No opportunity to observe

	Rating					
heterogeneous grouping	1	2	3	4	5	6
reduced class size	1	2	3	4	5	6
cluster teaching	1	2	3	4	5	6
teaching assistants	1	2	3	4	5	6
audio-visual material	1	2	3	4	5	6
audio-visual teacher	1	2	3	4	5	6
special instruction in language-arts	1	2	3	4	5	6
special instruction in speech	1	2	3	4	5	6

(continued on page 3)

corrective reading instruction	1	2	3	4	5	6
science specialist	1	2	3	4	5	6
library specialist	1	2	3	4	5	6
music specialist	1	2	3	4	5	6
art specialist	1	2	3	4	5	6
other teaching specialists in general	1	2	3	4	5	6
teaching aids (indicate)						
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6

13. What do you consider the specific strengths of the Program?

14. What do you consider the specific weaknesses of the Program?

15. What recommendations would you suggest to improve the Program?

16. Additional comments.

17. Are you willing to be interviewed?

Yes ____ No ____

MES PRINCIPAL'S INTERVIEW

As you know, we are studying the More Effective Schools Program. We would like to ask you a few questions relating to the Program. Your answers will be held in strict confidence. Only the project director and his immediate staff will see any record of this interview. Neither you nor your school will ever be identified in any way in our reports.

School _____ Borough _____ Date _____ Interviewer _____

Principal's Name: _____

(Interviewer fill in) Approx. Age: _____ M _____ F _____ N _____ PR _____ WH _____

1. How long have you been principal at this school? _____

2. What did you do before becoming principal here? _____

At what school? _____ Where? _____

For how long? _____

3. How long has the MES Program been in operation at your school?

4. Why was your school designated a MES school?

5. How did you feel about the Program when it began? (circle number)

- 1) Enthusiastic
- 2) Positive, but not enthusiastic
- 3) Slightly positive
- 4) Slightly negative
- 5) Strongly negative

Why?

6. How do you feel about the Program now? (circle number)

- 1) Enthusiastic
- 2) Positive, but not enthusiastic
- 3) Slightly positive
- 4) Slightly negative
- 5) Strongly negative

Why?

MES PRINCIPAL'S INTERVIEW

2

7. Were space additions, changes, or adjustments made to accommodate the Program? 1) Yes _____ 2) No _____

8. If yes, what? when?

9. How do you feel about the organizational pattern of MES at your school?

	a) Small Classes	b) Heterog Groupings	c) Homog. Grpg Read Math	d) Supplementary Personnel
1) Enthusiastic				
2) Positive, but not enthusiastic				
3) Slightly positive				
4) Slightly negative				
5) Strongly negative				

Why?

10. If other organizational pattern used, explain.

11. What has been the reaction of staff to the Program?

	a. All	b. Most	c. Half	d. Few	e. None
1) Enthusiastic					
2) Positive, but not enthusiastic					
3) Slightly positive					
4) Slightly negative					
5) Strongly negative					

Why?

12. Do they discuss the Program with you? 1) Yes _____ 2) No _____

13. If yes: 1) Frequently _____ 2) Infrequently _____

a) At Conferences _____ b) Staff Meetings _____

c) Private Conversations _____ d) Others _____

MES PRINCIPAL'S INTERVIEW

3

14. Are staff workshops, in-service, or other such programs conducted at your school? 1) Yes _____ 2) No _____

15. If yes, what? Who conducts them?

16. How many staff members participate?

1) All 2) Most 3) Half 4) Few

17. How effective do you think they are? (circle number)

- 1) Extremely effective
- 2) Moderately effective
- 3) Slightly effective
- 4) Not effective

Why?

18. How many teachers took the option to transfer out since MES?

19. Who were these teachers (i.e. age, sex, experience)?

20. How many requested assignments to your school since MES?

21. Who are these teachers (i.e. age, sex, experience)?

22. What do you think would be the reaction of the teachers if the Program were withdrawn?

Why?

MES PRINCIPAL'S INTERVIEW

4

23. What has been the reaction of the parents to the Program?

	<u>a. All</u>	<u>b. Most</u>	<u>c. Half</u>	<u>d. Few</u>	<u>e. None</u>
1) Enthusiastic					
2) Positive, but not enthusiastic					
3) Slightly positive					
4) Slightly negative					
5) Strongly negative					

Why?

24. What special programs and activities are conducted to increase the understanding, cooperation, and involvement of the parents?

25. What degree of success do you consider has been achieved by these efforts? (circle number)

1) Substantial 2) Moderate 3) Slight 4) None

26. How many parents participate in school activities? (circle number)

1) Most 2) Half 3) Few 4) None

Why?

27. To what degree is the community involved with the school? (circle number)

1) Substantial 2) Moderate 3) Slight 4) None

Why?

28. Have your contacts with parents increased since MES?

1) Yes _____ 2) NO _____

29. If yes, circle number:

1. Substantially 2. Moderately 3. Slightly

Why?

30. What do you think would be the reaction of the parents if the Program were withdrawn?

31. Have there been changes in attitudes of pupils toward learning and school? 1) Yes _____ 2) No _____

32. If yes: Have these changes been: (circle number)

- 1) Substantial 2) Moderate 3) Slight

33. Are pupil's attitudes: (circle number)

- 1) Extremely positive
2) Positive
3) Slightly positive
4) Slightly negative
5) Negative
6) Strongly negative

Why?

34. Has there been a quantitative change in discipline problems since the start of the Program? 1) Yes _____ 2) No _____

35. If yes: Have the problems: 1) Increased _____ 2) Decreased _____

- a) Substantially b) Moderately c) Slightly

Why?

36. Have there been changes in the kinds of discipline problems?

- 1) Yes _____ 2) No _____

37. If yes: Explain

38. Have there been changes in curriculum as a result of the Program?

1) Yes _____ 2) No _____

39. If yes: Have these changes been: (circle number)

1. Substantial 2. Moderate 3. Slight

Specify:

40. Have there been changes in methods of instruction?

1) Yes _____ 2) No _____

41. If yes: Have these changes been: (circle number)

1) Substantial 2) Moderate 3) Slight

Specify:

42. How adequate have the provisions been of special materials and equipment for your use in the Program? (circle number)

1) More than adequate
2) Adequate
3) Less than adequate
4) Nonexistent

43. How effective do you consider these special materials and equipment? (Consider availability, frequency of use, quality, appropriateness, etc.) (circle number)

1) Very effective
2) Moderately effective
3) Slightly effective
4) Ineffective

Why?

44. Have there been changes in levels of achievement in Language Arts? 1) Yes _____ 2) No _____
45. If yes: are they, 1) Higher _____ 2) Lower _____
a) Substantially b) Moderately c) Slightly
Why?
46. Have there been changes in levels of achievement in Mathematics? 1) Yes _____ 2) No _____
47. If yes: are they, 1) Higher _____ 2) Lower _____
a) Substantially b) Moderately c) Slightly
Why?
48. In other academic areas (i.e., Social studies, Science, etc.)
1) Yes _____ 2) No _____
49. If yes: are they, 1) Higher _____ 2) Lower _____
a) Substantially b) Moderately c) Slightly
Why?
50. In other areas (i.e., Music, Art, Speech, etc.)
1) Yes _____ 2) NO _____
51. If yes: are they, 1) Higher _____ 2) Lower _____
a) Substantially b) Moderately c) Slightly
Why?
52. What provisions are made for children of high ability?

53. Do you have after-school activities included in the MES Program?
1) Yes _____ 2) No _____
54. If yes, what? (who participates, who staffs, what activities, hours, etc.)
55. How many children are bussed in under the Reverse Open Enrollment Program?
Which grades? _____
From where? _____
56. How has the Program affected your job in particular?
57. Are there things you can do in your job in the MES school which you could not do in a non-MES school?
1) Yes _____ 2) No _____
58. If yes, what?
59. Are there things you can not do in your job in the MES school which you could do in a non-MES school?
1) Yes _____ 2) No _____
60. If yes, what?
61. To what extent do you believe you have been able to implement the MES concept in this school? (circle number)
1) completely 2) considerably, but not completely
3) about halfway 4) less than halfway 5) not at all

62. If less than complete, ask: What has hindered complete implementation?
63. What do you consider the most valuable aspects of the MES Program that you've implemented?
64. What have been your major disappointments in those aspects of the Program you've implemented?
65. What recommendations would you suggest to improve the Program?
66. Do you think the MES Program should be: (circle number)
- 1) Continued as is
 - 2) Continued with modifications
 - 3) Expanded
 - 4) Expanded with modifications
 - 5) Abolished
 - 6) Undecided
- Why?
67. Do you wish to make any additional comments or mention some aspects we may have neglected?

MES PRINCIPAL'S INTERVIEW

68. Are there features of the MES program which you think could be practically implemented on a city wide basis?

If not, why not?

If yes, which?

How? As now in MES or revised?

MES STAFF INTERVIEW

As you know, we are studying the More Effective Schools Program. We would like to ask you a few questions relating to the Program. Your answers will be held in strict confidence. Only the project director and his immediate staff will see any record of this interview. Neither you nor your school will ever be identified in any way in our reports.

School _____ Borough _____ Date _____ Interviewer _____

NAME: _____

(Interviewer fill in): M ___ F ___ Approx. age _____ N ___ PB ___ WH ___

Regular Classroom Teacher _____ Class _____

Cluster Teacher _____ Grade _____

Specialist (Specify) _____

Years of Experience _____ Years at this school _____

If Prior Experience: At What School _____

For How Long _____ In what subject area _____

Undergraduate Education: Where _____

Major _____ Minor _____

Graduate Education: Where _____

Major _____ Minor _____

No. of Credits _____

1. Would you briefly describe your responsibilities?

2. (If at school before MES) Why did you choose to remain?

3. (If came after MES) Did you request appointment here?

a) Yes _____ b) No _____

4. If yes, why?

5. How do you feel about the Program now? (circle number)

1. Enthusiastic
2. Positive, but not enthusiastic
3. Slightly positive
4. Slightly negative
5. Strongly negative

WHY?

6. How do you feel about the organizational pattern of MES

AT your school?

	a. Small Classes	b. Heterog. Grpg.	c. Homog. Grpg. Readg. Math	d. Supplemen- tary Personnel
1) <u>Enthusiastic</u>				
2) <u>Positive, but not enthusiastic</u>				
3) <u>Slightly positive</u>				
4) " negative				
5) Strongly "				

WHY?

MES STAFF INTERVIEW

3

7. How do you think the other staff members feel about the Program?

	a. Small Classes	b. Heterog. Grpg.	c. Homog. Grpg. Readg. Math	d. Supplementary Personnel
1) <u>Enthusiastic</u>				
2) <u>Positive, but not enthusiastic</u>				
3) <u>Slightly positive</u>				
4) <u>" negative</u>				
5) <u>Strongly "</u>				
6) <u>Don't know</u>				

WHY?

8. Have there been changes in curriculum as a result of the Program?

1) Yes _____ 2) No _____ 3) Don't know _____

9. If yes, have these changes been: (circle number)

1. Substantial 2. Moderate 3. Slight

Specify:

10. Have there been changes in (your) methods of instruction?

1) Yes _____ 2) No _____

11. If yes, have these changes been: (circle number)

1. Substantial 2. Moderate 3. Slight

Specify:

12. Have provisions of special materials and equipment for your use in the Program been: (circle number)

- 1) More than adequate
- 2) Adequate
- 3) Less than adequate
- 4) Non-existent

13. How effective do you consider these special materials and equipment? (Consider availability, frequency of use, quality, appropriateness etc.) (circle number)

- 1) Very effective
- 2) Moderately effective
- 3) Slightly effective
- 4) Ineffective

WHY?

14. Which of the orientation, workshop, in-service or other such programs have you found most helpful? Specify and explain.

(Interviewer) 1) If none available, check _____

2) If available, but does not participate, Check _____

15. How do you think the parents feel About the Program?

	a. All	b. Most	c. Half	d. Few	e. None
1) Enthusiastic					
2) Positive, but not enthusiastic					
3) Slightly positive					
4) " negative					
5) Strongly "					
6) Don't know					

WHY?

16. Have your contacts with parents increased since the start of the Program? 1) Yes _____ 2) No _____

17. If yes: (circle number)

1. Substantially 2. Moderately 3. Slightly

WHY?

18. Have there been changes in attitudes of pupils toward learning and school? 1) Yes _____ 2) No _____ 3) Don't know _____

19. If yes: Have these changes been: (circle number)

1. Substantial 2. Moderate 3. Slight

20. Are pupils' attitudes: (circle number)

- 1) Extremely Positive
- 2) Positive
- 3) Slightly positive
- 4) " negative
- 5) Negative

WHY?

21. Has there been a quantitative change in discipline problems?

1) Yes _____ 2) No _____ 3) Don't know _____

22. If yes: Have the problems: 1) Increased _____ 2) Decreased _____

a. Substantially b. Moderately c. Slightly

WHY?

23. Have there been changes in the kinds of discipline problems?

1) Yes _____ 2) No _____ 3) Don't know _____

24. If yes, explain

25. Have there been changes in levels of achievement in Language Arts?

1) Yes _____ 2) No _____ 3) Don't know _____

26. If yes, are they: 1) Higher _____ 2) Lower _____

a. Substantially b. Moderately c. Slightly

WHY?

27. Have there been changes in levels of achievement in Mathematics?

1) Yes _____ 2) No _____ 3) Don't know _____

28. If yes, are they: 1) Higher _____ 2) Lower _____

a. Substantially b. Moderately c. Slightly

WHY?

29. In Other Academic Areas, (i.e., Social Studies, Science)

1) Yes _____ 2) No _____ 3) Don't know _____

30. If yes, are they: 1) Higher _____ 2) Lower _____

a. Substantially b. Moderately c. Slightly

WHY?

MES STAFF INTERVIEW

31. In Other Areas (i.e., Music, Art, Speech, Etc.)

1) Yes_____ 2) No_____ 3) Don't know_____

a. Substantially b. Moderately c. Slightly

WHY?

32. How has the Program affected your job in particular?

33. Are there things you can do in your job in the MES school which you could not do in a non-MES school? 1) Yes_____ 2) No_____

34. If yes, what?

35. Are there things you can not do in your job in the MES school which you could do in a non-MES school? 1) Yes_____ 2) No_____

36. If yes, what?

37. To what extent do you believe you have been able to implement the MES concept in this school? (circle number)

- 1) Completely
- 2) Considerably, but not completely
- 3) About halfway
- 4) Less than halfway

38. If less than complete, ask: What, has hindered complete implementation?

39. What do you consider the most valuable aspects of the MES Program that you have implemented?

40. What have been your major disappointments in those aspects of the Program?

41. What recommendations would you suggest to improve the Program?

42. Do you think the Program should be: (circle number)

- 1) Continued as is
- 2) Continued with modifications
- 3) Expanded " "
- 4) Expanded as is
- 5) Abolished
- 6) Undecided

WHY?

43. Do you wish to add some comments or stress some points relating to your particular area?

44. Additional general comments?

45. Are there features of the MES program which you think could be practically implemented on a city wide basis?

If not, why not?

If yes, which?

How? As now in MES or revised?

Name _____ Class _____ School _____

MY CLASS

We would like to find out how you feel about your class. Here are 20 sentences about a class. I am going to read each sentence to you. You are to ask yourself, "Does this sentence tell about my class?" Then mark the answer you like best. Do it like this:

A. I go to school (Yes) No I'm not sure

B. We go to school on Saturday Yes No I'm not sure

- | | | | |
|--|-----|----|--------------|
| 1. It is hard to make real friends in this class..... | Yes | No | I'm not sure |
| 2. Nearly everyone in this class wants to work hard... | Yes | No | I'm not sure |
| 3. The children in this class are happy and pleased
when you do something for them..... | Yes | No | I'm not sure |
| 4. Many children in this class are not fair..... | Yes | No | I'm not sure |
| 5. We need a better classroom to do our best work..... | Yes | No | I'm not sure |
| 6. Nearly everyone minds his or her own business..... | Yes | No | I'm not sure |
| 7. You can really have a good time in this class..... | Yes | No | I'm not sure |
| 8. This would be a good class if it weren't for one
or two children..... | Yes | No | I'm not sure |
| 9. Everyone tries to keep the classroom looking nice.. | Yes | No | I'm not sure |
| 10. We don't have a lot of the things we need to do
our best work..... | Yes | No | I'm not sure |
| 11. The children in this class are pretty mean..... | Yes | No | I'm not sure |
| 12. A lot of children in this class don't like to do
things together..... | Yes | No | I'm not sure |
| 13. Everyone gets a chance to show what he or she can
do..... | Yes | No | I'm not sure |
| 14. Nearly everyone in this class is polite..... | Yes | No | I'm not sure |
| 15. I don't feel as if I belong in this class..... | Yes | No | I'm not sure |
| 16. Most of the children in this class do not want
to try anything new..... | Yes | No | I'm not sure |
| 17. Nearly everyone in this class can do a good job
if he or she tries..... | Yes | No | I'm not sure |
| 18. A lot of the children look down on others in the
class..... | Yes | No | I'm not sure |
| 19. You can trust almost everyone in this class..... | Yes | No | I'm not sure |
| 20. We do a lot of interesting things in this class.... | Yes | No | I'm not sure |

Ed. Prac. Div.-Title I Evaluation

Name _____ Class _____ School _____

MY SCHOOL

We would like you to find out how you feel about your school. Here are some things that some boys and girls say about their school. Are these things true about your school? If they are very true for your school, circle the big "YES!" If they are pretty much true, but not so very true, circle the little "yes." If they are mostly not true, but are a little true, circle the little "no." If they are not at all true, circle the big "NO!"

- | | | | | |
|--|------|-----|----|-----|
| 1. The teachers in this school want to help you. | YES! | yes | no | NO! |
| 2. The teachers in this school expect you to work too hard. | YES! | yes | no | NO! |
| 3. The teachers in this school are really interested in you. | YES! | yes | no | NO! |
| 4. The teachers in this school know how to explain things clearly. | YES! | yes | no | NO! |
| 5. The teachers in this school are fair and square. | YES! | yes | no | NO! |
| 6. The boys and girls in this school fight too much. | YES! | yes | no | NO! |
| 7. This school has good lunches in the cafeteria. | YES! | yes | no | NO! |
| 8. This school building is a pleasant place. | YES! | yes | no | NO! |
| 9. The principal in this school is friendly. | YES! | yes | no | NO! |
| 10. The work at this school is too hard. | YES! | yes | no | NO! |
| 11. What I am learning will be useful to me. | YES! | yes | no | NO! |
| 12. The trip to and from school is too long. | YES! | yes | no | NO! |
| 13. I wish I didn't have to go to school at all. | YES! | yes | no | NO! |
| 14. This is the best school I know. | YES! | yes | no | NO! |
| 15. The work at this school is too easy. | YES! | yes | no | NO! |
| 16. I work hard in school but don't seem to get anywhere. | YES! | yes | no | NO! |
| 17. I've learned more this year than any earlier year. | YES! | yes | no | NO! |

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EVALUATION OF NEW YORK CITY TITLE I
EDUCATIONAL PROJECTS 1966-67

GRADE REORGANIZATION PREPARATORY TO THE
ESTABLISHMENT OF THE FOUR YEAR
COMPREHENSIVE HIGH SCHOOL

By Edward Frankel

September 1967

The Center For Urban Education
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GRADE REORGANIZATION PREPARATORY TO THE ESTABLISHMENT
OF THE FOUR YEAR COMPREHENSIVE HIGH SCHOOL

Edward Frankel

Evaluation of a New York City school district
educational project funded under Title I of
the Elementary and Secondary Education Act of
1965 (PL 89-10), performed under contract with
the Board of Education of the City of New York
for the 1966-67 school year.

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director

September 1967

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GRADE REORGANIZATION PREPARATORY TO THE ESTABLISHMENT
OF THE FOUR YEAR COMPREHENSIVE HIGH SCHOOL

Introduction

In order to achieve quality integrated education and improved ethnic balance in the high schools of New York City, beginning in September 1965, the ninth grade of 38 junior high schools was removed and the students affected were transferred either to academic or vocational high schools. These junior high schools were selected because most of them were overcrowded and had large numbers of students who were not reaching their potential. The students entering the ninth grade of these receiving high schools were given additional services to increase their motivation to learn and to improve their academic status. For the first year of the project, 50 out of the 60 academic high schools and all 29 of the vocational high schools received federal funds under the provision of the ESEA TITLE I Act. These funds were used for additional teaching and non-teaching positions as well as materials and supplies necessary for achieving the objectives of the program. For the current year (1966-67), the same schools funded last year were refunded. There was no increase in monies although the program now included approximately twice as many students as it did before - one entire new grade plus the students previously in the program.

At the end of the first year of the project, the initial evaluation was conducted by the Center for Urban Education in seven se-

lected academic high schools.¹ The reactions of school administrators, guidance personnel, and ninth grade teachers were obtained by means of interviews and questionnaires. In addition, the school performance of over a thousand disadvantaged ninth graders from selected truncated segregated junior high schools were studied. The major recommendations for improving the program were the necessity to reduce overcrowding, the need for more specialists and for teachers for remediation, principally in the language arts, and an expansion of guidance services. In implementing the program for this year, consideration was given to these recommendations. In February 1967, 100 additional positions were added which included guidance counselors and teachers of remedial reading, arithmetic, and English.

The present evaluation is a continuation of last year's study of the transfer plan as it affected both the incoming disadvantaged ninth graders this year, and those tenth graders who were in the program last year and were included in last year's study.

Objectives of Present Study

The purpose of the present study was to explore the following areas as they relate to the school and the disadvantaged students participating in the transfer plan:

¹Frankel, Edward. The Four Year Comprehensive High School: Ninth Year Transfer Plan. New York City, Center for Urban Education, August 31, 1966.

1. Ethnic balance and integration.
2. Overcrowding.
3. Administrative adjustments.
4. Curriculum modification for disadvantaged ninth and tenth graders.
5. School services available for disadvantaged ninth and tenth graders.
6. Student reactions to the program and self-image.
7. Student academic performance.
8. Evaluative reactions of administrators, teachers, and students.

Population in the Study

The current study was limited to six of the seven academic high schools included in last year's evaluation, and three vocational high schools which were added to this year's evaluation. These schools were selected because they had received significant numbers of disadvantaged ninth graders from segregated and overcrowded truncated junior high schools.

The six academic high schools were coded as follows: "E", "W", "M", "T", "C", and "J". The three vocational schools selected were large multi-trade schools and were coded: "D", "H", and "G". "D" is coeducational, "H" is an all-girls school, and "G" is an all-boys school. The selection was made in consultation with the High School Division of the Board of Education. Within each of these schools, ninth graders entering from segregated and truncated junior high schools were sampled and compared with their peers in nontruncated junior high schools. The tenth-grade sample consisted of students

who entered the school last year and were still in the school. They were compared with their schoolmates who had spent the ninth year in junior high schools (and were in high schools).

Design of the Evaluation

The overall design of the study was conceived as a three stage operation: the first stage to assess the schools at the start of the school year, an initial status study; the second stage to evaluate the school in operation, a process study; and the third stage, at the end of the school year, the product study.

1. Initial Status

In the first stage of this evaluation, data were obtained from school administrators by interviews and questionnaires which described the school, its organization, services, curricula, the integration at the beginning of the school year, and the various plans to meet the needs of disadvantaged ninth and tenth graders who entered the school from segregated, truncated junior high schools.

2. Processes

The second phase of the evaluation concentrated on the transfer plan in the sample schools as ongoing processes. The design called for an assessment early in 1967 of school organizations, services, curriculum, and integration. Questionnaires were completed by administrators, including ninth and tenth grade guidance counselors, by chairmen of the English, social studies, science, and mathematics

departments, and by teachers of ninth and tenth grade disadvantaged students. In addition, four schools were studied more intensively. Here the chairmen and teachers were interviewed, classrooms were visited, and a student questionnaire was administered to ninth and tenth grade classes in English and mathematics for educationally disadvantaged youngsters.

3. Products

The third phase of this study was concerned with the progress of the program as reflected by student achievement and performance, the holding power of the school, and reactions of the staff, students and parents. Student attendance, turnover, academic record, and reading comprehension scores on citywide tests were assessed.

Evaluation Staff

The evaluation of the transfer plan was conducted by a staff of four professional researchers. Each staff member established liaison with at least two high schools and supervised the study in these schools. In addition, each area of investigation was designed, planned, executed, and summarized by a designated staff member. Proposals for evaluation were reviewed by the staff as a whole.

P A R T I

INITIAL STATUS STUDY

Purpose

The purpose of the first step in the present evaluation was to obtain a description of the schools at the beginning of the school year with respect to organization, curricula, services, and integration as they relate to the disadvantaged ninth and tenth graders in the school. An attempt was also made to assess the changes the school had instituted in the past two years to meet the educational, social, and emotional needs of disadvantaged students.

The specific areas explored were:

1. Ethnic trends.
2. Integration and desegregation.
3. Plant utilization.
4. School organization and administration.
5. Curriculum modifications.
6. Reactions to the evaluation.

Instruments

These data were obtained by means of a questionnaire and an interview with school administrators in each of the nine selected high schools. The purpose of the questionnaire was to direct and structure the interviews. It was prepared in cooperation with a committee of the High School Office and Bureau of Educational Research of the Board of Education. A response form was also prepared to standardize and facilitate summarization of these data. Copies of the question-

naire and response forms are found in Appendix B

Procedure

The principal of each of the nine high schools was interviewed by a member of the evaluation staff. Copies of the questionnaire, response form, and a covering letter were sent to the principal at least one week in advance of the interview date.

The target groups were the disadvantaged ninth and tenth graders in the schools. The focus was on the changes which the school had made to accommodate these youngsters, and the purpose of the interview was to discuss more fully the present status of the program and problems confronting the school in dealing with educationally and socioeconomically disadvantaged high school students. In addition, the schools were asked to provide the evaluator with a one-page school profile, as well as printed descriptions of the school organization, curricula, time schedules, bulletins; that is, any materials that would give the evaluator a more complete picture of the school and its activities on behalf of its disadvantaged population.

The interviews, each lasting from one to two hours, were begun during December 1966 and extended to February 1967. Additional visits were also made to the schools to complete data collection.

Findings

1. Ethnic Trends

One of the objectives of the high school grade reorganization plan was to "achieve better ethnic distribution in the public high schools of New York City." Ethnic census data collected by the Board of Education during the past five years were analyzed to determine the ethnic trends, both citywide¹ and in the sample schools. These are found in Appendix A.

In the past five years there has been a continuous decline in the percentages of (O) "others" mainly whites and a corresponding increase in the percentages of "Negro" (N) and "Puerto Rican" (P.R.) students citywide and in the sample vocational and academic high schools.

a. Academic High Schools

The citywide data for all academic high schools showed a decline of "others" by 15.7 per cent - (from 81.3 per cent in 1962 to 65.6 per cent) in 1966; and a corresponding increase in the percentage of minority students who increased from 18.7 per cent to 34.4 per cent. The Puerto Rican population doubled, rising from 6.2 per cent to 12.6 per cent and the Negro percentages rose from 12.5 per cent to 21.8 per cent over the same period of time.

In the six academic high schools comprising the sample, "others" declined by 21.8 per cent-(from 90.5 per cent to 68.7 per cent).

¹Citywide ethnic data were obtained from the Bureau of Educational Program Research & Statistics in its publication "Special Census of School Population, October 21, 1966 Summary Tables." (New York: Publication No. 286, P.S.N. 370, February 1967) p. 6.

Negroes increased 17.3 per cent-(from 7.9 per cent to 25.2 per cent); Puerto Ricans increased 4.5 per cent-(from 1.6 per cent to 6.1 per cent).

The net changes in the citywide and sample populations were compared. The Puerto Rican percentages increased about 2 per cent more citywide than in the sample schools; Negroes increased almost twice as much in the sample schools as in the citywide schools; and "others" grew by 6 per cent in the sample than in the citywide schools. Today, approximately one out of every three students in the academic high schools is either Negro or Puerto Rican.

b. Vocational High Schools

In the vocational high schools over the five-year period, the citywide decline in "others" was 12.4 per cent and in the sample it was 15.9 per cent. In 1962 the citywide percentage of "others" was 54.0 per cent and in 1966 it fell to 41.6 per cent. The corresponding percentages in the sample schools were 47.0 per cent in 1962 and 31.1 per cent in 1966. For Negroes, the citywide percentages rose from 24.5 per cent to 29.9 per cent for an increase of 5.4 per cent, while the sample schools gained 5.8 per cent, rising from 24.3 per cent in 1962 to 30.1 per cent in 1966. The Puerto Rican population grew from 21.5 per cent to 28.5 per cent for an increase of 7 per cent while the sample schools showed an increase of 10.1 per cent - (from 28.7 per cent to 38.8 per cent). The net change in the sample schools was a gain of 15.9 per cent minority students, rising

from 53.0 per cent to 68.9 per cent.

c. Individual Schools

The ethnic trends in each of the six academic and three vocational high schools were also considered and these data are presented in Appendix A.

Five years ago, in 1962, five of the six academic high schools were segregated white schools, that is, at least 85 per cent of the students in each of these schools were white. In 1967, there were no segregated white schools; the highest was 81 per cent (School "M") and the lowest 54 per cent (School "E"). The greatest decline in white students over this five year period was 31 per cent (School "W"); the smallest decline was 13 per cent (School "J"). The greatest increase in Negroes was 24 per cent (School "C") while the greatest increase for Puerto Ricans, was 13 per cent (School "W").

It was noted that except for one school ("C"), there was very little change in ethnic composition from 1965 to 1966; a leveling off tendency was observed.

The three vocational schools in the sample, in 1962, had 60 per cent, 41 per cent, and 40 per cent "others" students respectively. By 1965 "others" had declined to 37 per cent, 24 per cent and 32 per cent respectively. In school "G", the Negro and Puerto Rican populations increased by approximately the same percentages, 11 per cent and 12 per cent respectively. In the other two vocational schools the percentages of Puerto Ricans grew faster than that of Negroes

and constituted the largest group in the total school populations.

2. Integration and Desegregation

As was shown previously, the ethnic trend in all high schools was toward an increase in Negro and Puerto Rican students and a decrease in others. This tendency was accelerated by the ninth grade transfer plan which not only increased the size of the entering ninth grade classes, but also altered its ethnic composition as compared to previous entering classes. In the ninth grade last year, and in both the ninth and tenth grades this year, all schools attempted to maintain academic standards in all areas while adapting standards in some areas to meet the needs of disadvantaged students lacking the educational achievement to enter the "normal" academic tracks. The remedial classes organized to provide compensatory educational opportunities for these youngsters tended to be segregated, since subject class placement was generally based on educational ability and/or achievement. Remedial and general track classes had a disproportionate number of Negro and Puerto Rican students as compared to commercial and general classes.

At the same time, some curricular activities were specifically designed to foster integration. These included classes in homerooms, guidance, social studies, art, and health education. Extracurricular activities sponsored to encourage and further integration included Human Relations clubs, athletic teams, musicals, freshmen and sophomore rallies, parent and student orientation meetings, Leadership

clubs, Boosters, Cheerleaders, Forum Clubs and G.O.

The vocational schools which had a better ethnic balance from the start and more experience with disadvantaged minority students, reported that both the homerooms and subjects classes were, with few exceptions, well integrated. However, in extracurricular activities, Negro and Puerto Rican students predominated. In the school cafeteria, students tended to seat themselves along ethnic lines.

3. Ethnic Distribution Among Personnel, Parents and Student Leaders

Data were obtained for the present ethnic composition among student leaders, school personnel (such as school aides and volunteers), custodial staff, parent association leaders, and parent association membership. These data are presented in Appendix A.

With few exceptions, the ethnic distribution among the student leaders, school aides, custodial staff, and parent association leaders in the selected academic high schools lagged behind that of the school population. The reasons advanced by school administrators for this discrepancy were as follows: the lack of interest on the part of minority parents and students, relative newness of Negro and Puerto Rican ninth and tenth graders, the fact that most student leaders were drawn from the higher classes in the school which were predominantly white. Distance from school also cut down involvement by both students and parents of ninth and tenth graders.

On the other hand, in the three vocational high schools, the student leadership compared favorably with the total school population.

In all the other areas - school aides, custodial staff, parent association, leadership - there was a reversal in percentages as compared to the school population.

4. Overcrowding

Problems related to overcrowding continued to plague the high schools. There was a growing shortage of classroom space created by a general reduction in class size as well as by the increased number of small remedial subject classes for disadvantaged students. Schools lengthened the school day, and in some instances, double and triple sessions were instituted. The number of lunch periods were also increased in many schools and for some students, the lunch period was eliminated altogether. Extracurricular activities for ninth graders were seriously curtailed or made impossible. Extra patrols were created, and follow-up of truancy, cutting, and petty thievery seriously cut into the time of teachers, school secretaries and other staff members. Lunchrooms, auditoriums, office space, and specialized rooms such as shops were converted to classroom use. As one administrator put it, "We are learning to live in cramped quarters and it hurts." Administrators and supervisors expended much of their time and energy in logistics and finding places for teachers with a resultant reduction in time and energy for purely educational problems.

As a result of overcrowding and the double and triple sessions, the lives of the ninth grade transferees have been seriously affected.

They came to school late in the day and left late in the afternoon, and some tended to get into difficulty during the hours before school started - either in their home areas or in the school neighborhood. This resulted in school officials being confronted by neighbors objecting to students loitering near their homes.

Double and triple sessions have made physical integration very difficult with the result that many have left segregated junior high schools only to find de facto segregation in their afternoon classes.

a. Utilization Trends

The effect of the transfer plan on the population of the schools - and therefore the resulting degree to which the school buildings were utilized - was also explored. Utilization percentages for the past five years, both citywide and in the sample schools, were obtained and analyzed. (These data were provided by the Bureau of School Planning and Research of the New York City Board of Education covering the period from 1962 to 1966 inclusive, and are found in Appendix A.)

b. Academic High Schools

From 1962 to 1965, the citywide utilization percentages for the academic high schools were fairly constant, ranging from 112 to 118 per cent; in 1966 it rose to 124 per cent. The sample academic high schools fell within this citywide range until 1964 but in 1965, the utilization percentages increased to 132 per cent and in 1966 it was 135 per cent. These two increases reflect the effect of the transfer plan which created larger incoming ninth grade groups. In 1965,

all six of the schools showed an increase in utilization, ranging from 102 per cent in school "C" to 172 per cent in school "M". In 1966 (except for school "C") the academic high schools showed only a slight difference from the previous year; the range being from 114 per cent in school "E" to 177 per cent in school "M". In school "C" however, utilization increased by 20 per cent.

Citywide, the vocational high schools remained fairly constant. The per cent of utilization averaged 100 per cent, the range being from 98 per cent to 104 per cent. It was found that between 1962 and 1965, the average of the three sample vocational schools presented no particular pattern; the highest percentage was 124 per cent in 1962, the lowest 103 per cent in 1964. In 1966, the combined average was 113 per cent. The same lack of trend in utilization percentages was reflected in the individual vocational high schools by these data. For example, school "W" had the highest percentage (143 per cent) in 1962, yet in 1964 it had the lowest (83 per cent).

It was quite clear from this analysis that the citywide academic high schools experiencing the greatest amount of overcrowding during the past five years, and that the sample academic schools were even more overcrowded. Generally, the vocational schools were about 100 per cent utilized citywide and while the sample vocational schools were overcrowded, they were not as overcrowded as the academic high schools.

5 School Organization and Administration

The evaluation of current school organization and administrators

was conducted by means of interviews and questionnaires with school principals and staff members who were also called upon to provide supplementary information to the evaluation staff member conducting the interview. These covered (a) need for additional personnel, (b) adequacy of facilities, (c) changes in personnel and in school facilities, and (e) administrative adjustments in connection with the disadvantaged students admitted to the school in the past two years from truncated segregated junior high schools.

It should be pointed out that generally, the number of disadvantaged students from segregated truncated junior high schools was approximately double that of the previous year. Last year's ninth graders were now in the tenth grade, and the current ninth grade class, consisting of students entering from the same junior high schools, was to be considered.

Despite this growth in the number of disadvantaged students, there was no proportional increase in funding to obtain additional teaching personnel and materials. Last year's funding was recycled for this year's needs. However, in February 1967, 100 additional positions were added for guidance and remedial work; 75 for the academic high schools and 25 for the vocational high schools. Of these, seven went to the sample academic high schools and four to the vocational high schools.

a. Need for Additional Personnel

The principals of all nine sample high schools emphasized the

need for additional personnel to handle the increased number of classes--especially teachers trained for remedial classes. The increased number of disadvantaged students in the schools, some of whom have serious emotional and personal problems, required additional guidance services and personnel. Among the most common needs are more full-time counselors, more psychological and psychiatric services, and more health services. Specialists in remedial arithmetic, as well as remedial reading, were also requested.

At the administrative level, problems of attendance, lateness, cutting, and discipline had multiplied to the point where another administrative assistant, another school secretary, and additional help were urgently needed. One principal summarized the situation as follows: "Unless personnel is adequate for handling of problems, the program will become diluted. Therefore, the disadvantaged students will not receive full benefit, and at the same time, racial tensions in the existing community cannot be alleviated."

b. Need for Additional Facilities

The existing school plants have been taxed to the point of overcrowding due to the increased number of smaller classes, both regular and remedial. There was no shortage of seats, but of rooms - space for the additional classrooms, shops, office and storage space, student lockers, expanded library facilities, guidance offices, work rooms, science rooms, and guidance interview cubicles. These the principals agreed, were the additional physical facilities needed.

c. Changes in Personnel and Facilities

Since additional personnel was not available to deal with the increased numbers of disadvantaged students in the ninth and tenth grades, the schools had to "make do with what they had." The changes in personnel, therefore, were largely in the redeployment of existing personnel; teachers were shifted from regular to remedial classes and to administrative or guidance positions. For example, a teacher was placed on special assignment as a full-time guidance counselor; regular teachers were assigned to remedial and tutorial programs before and after school; a teacher was assigned to the Youth Corps for tenth graders; a teacher was added to the dean's office to assist with discipline problems; others served as a part-time grade advisors, an Educational Opportunities Coordinator, an Attendance Coordinator, a Coordinator of Remedial Reading, and the like. Essentially what was happening was that the personnel originally assigned to assist the incoming disadvantaged ninth graders last year was being used to serve those same students now in the tenth grade as well as the new class of disadvantaged ninth graders.

School facilities overtaxed by last year's expansion of population and classes left little place for change, and the space shortage has continued to grow since more classes have been added for remedial work at the tenth grade level.

d. Administrative Adjustments

The administrative adjustments instituted to deal with the in-

creasing numbers of disadvantaged students in these schools, were mainly a continuation of practices initiated during the previous year and extended to ninth and tenth graders this year. Proportionally, there was more administrative time allotted to the ninth grade and more guidance time for the tenth grade. In some instances, eleventh graders were programmed for the last periods of the day in order to provide better ethnic balance and to avoid a solid ninth grade program for teachers. Smaller class size and extra teaching personnel made it necessary to add a period to the school day. In some schools, new special services were created, such as Educational Opportunities Coordinator and Remedial Reading Coordinator. In all schools, many previously existing services were intensified and extended, such as attendance, cutting, lateness, deans, p.m. session coordinators, and the like. No special training programs were instituted for teachers assigned to new duties.

6. Curriculum Modifications

The changes introduced into the curriculum for ninth and tenth graders over the past two years consisted largely of the augmentation of the number of remedial subject classes. The greatest thrust was in the direction of remedial reading, followed by remedial arithmetic classes. Both of these have been doubled this year (as compared to last year) to keep pace with the number of disadvantaged ninth and tenth graders who were educationally retarded. This modification has created an urgent need for teachers trained in remedial reading and arithmetic.

In some of the academic high schools, a special ninth grade (and this year a tenth grade) track in English, social studies, mathematics, and science was developed for students reading below the sixth grade level. Special classes in English were created to provide additional opportunity for learning basic reading skills. Mathematics was either made a three-semester course, or replaced by Business Arithmetic and/or Arithmetic for Daily Living. A home nursing course for tenth-year girls was introduced, and plans for a new health careers program are in the offing.

The vocational schools have also attacked problems of educational retardation through extensive remedial reading programs. One school extended the time spent in learning basic reading skills; another introduced new reading materials, texts, and programmed instructional materials. In still another, a remedial reading coordinator was created to advise all departments, consult with chairmen, and to conduct informal teacher workshops.

7. Reactions to Evaluation

The majority of the administrators reacted favorably to the evaluation and several made suggestions for improving the procedure. They felt that the evaluation did not indicate the "tone" of their school in the area of student and faculty morale, and thought that the evaluators should spend more time at the school to obtain a better picture of all phases of the school program instituted for ninth and tenth graders. These suggestions were given serious consideration in the

planning of the next phase of the study.

Despite the fact that a few complained that they needed more time to complete the questionnaire, several noted that the evaluation was helpful because it made them pause and reflect on the program over the past two years. It was also hoped that the evaluation might lead to better communication among the schools by affording them the opportunity to learn the best techniques used by the other schools, thus enabling them to strengthen the programs.

Summary of Initial Status

1. The ethnic balance in both the academic and vocational high schools had been improved over the past five years. In the past year, the ethnic composition in the sample schools tended to level off and was about the same as in the previous year, 1965.

2. In the academic high schools, as the result of ability grouping in most subject classes, comparatively little progress had been made in integration, although efforts were being made in this direction.

3. Overcrowding persisted and continued to create innumerable administrative and integration problems.

4. Lack of increased funding in the face of larger numbers of disadvantaged students intensified the need for increased personnel in guidance, administration, and remediation. To meet the increased needs, the schools were compelled to dilute and/or stretch available personnel and services.

5. Curricular changes were slowly being promulgated largely along remedial lines, particularly in reading and arithmetic.

P A R T I I

PROCESS STUDY: PHASE TWO

The second phase of the study attempted to evaluate the plan as an ongoing process, toward the end of its second year as it was implemented in nine selected high schools. The study sought to determine the extent to which the schools were moving toward realizing the aims of the Program. Data were obtained describing the school organization and services, integration efforts, and curriculum modifications which were introduced into these nine schools at the beginning of the second year of the plan in order to meet the needs of disadvantaged ninth and tenth graders.

Findings

The findings are presented as summaries of questionnaire and interview responses of administrators, guidance counselors, department chairmen, classroom teachers, and students.

School Organization and Services

These data were derived largely from the questionnaire for School Administrators.

Questionnaire Responses of the Administrators

The administrators in the nine high schools were asked to compare the disadvantaged ninth graders of last year with those of this year.

They indicated the direction and magnitude of the differences between the two groups for such school-related items as number of "incidents," truancy, lateness, cutting and the like, using a five-point scale on which one was "great increase," three represented "no change," and five showed "great decrease." Copies of the questionnaire appear in Appendix B; a summary of the average responses appear in Appendix A.

An overall summary of the ratings of administrators follow:

Table 1

Administrators' Ratings Comparing Disadvantaged

Ninth Graders, 1966 vs 1965

Rating Scale	Great Increase 1	Moderate Increase 2	No Change 3	Moderate Decrease 4	Great Decrease 5	Average Rating
Number	15	67	198	33	5	2.83
Per cent	4.6	21.5	62.3	10.4	1.5	

Table 1 shows that 62.3 per cent of the total number of the ratings for the seventeen items being assessed was "3 - no change," and that the average overall rating was 2.83, which may be interpreted as "no change" for this year's group as compared to last year's. The item showing the greatest increase was lateness with an average rating of 2.53, followed by truancy with an average rating of 2.61.

Administrators reported the greatest decrease was in "Teacher complaints against students" with a rating of 3.26. "Dropouts" was rated 3.21.

The average ratings for individual schools ranged from 2.2 in "C" to 3.4 in the annexes of "H". "C", the school with the greatest ethnic change, reported a great increase in six areas - number of incidents, truancy, lateness, cutting, disciplinary offenses, and immediate community participation.

The ratings were supplemented by the following comments:

It is difficult to get preventive effective programs with the student body as a whole because of time "wasted" in futilely dealing with 50 to 75 uninterested and uncooperative hard-core cases.

Teachers are willing to work with the group and are earnestly interested in creating curricula and helpful learning situations. Volunteers are available for all new programs. However, the rapid expansion and increase of numbers of those seriously needing help is overwhelming.

Progress is barely seen with one segment after intensive and exhaustive work before the arrival of a new group takes attention from them and the stage of satisfaction or accomplishment is never reached.

"W" deplores the lack of psychiatric services. "T" reports a great increase in truancy in the late session, on the one hand, but a great decrease in dropouts and serious offenses. "H" indicates a great increase in "incidents" and "disciplinary cases."

Responses of Guidance Counselors

The portion of the questionnaire addressed to the guidance

personnel attempted to assess the nature and scope of the services available to disadvantaged ninth and tenth graders (see Appendix B).

Background

Responses were received from 33 counselors in the nine high schools. The numbers of respondents from each of the schools ranged from one to 12, depending upon the organization of the guidance services. Seven counseled only ninth graders; six worked only with tenth graders; three divided their attention between the ninth and tenth graders; 17 counseled students at all grade levels. There were 12 who had been counselors for one to three years, 13 from four to ten years, and five more than ten years; the average was 6.7 years. The number of students assigned to a counselor ranged from 56 to 1,000. It was impossible to determine from the response how much guidance time was devoted exclusively to disadvantaged ninth and tenth graders.

Source of Referrals

About 24 per cent of all the referrals to guidance counselors came from school administrators such as deans, attendance teachers, teachers in charge of lateness, and the like. Slightly less, 23 per cent were subject teacher referrals, only 17 per cent were called in routinely by the guidance counselor, 15 per cent were student self-referrals, 8.7 per cent were referred by home-room teachers, 7 per cent were initiated by parents, and 6 per cent were referred by out-

side agencies.

These percentages varied considerably from school to school and among counselors in a given school depending upon how the counselor saw his function and upon the philosophy and policy of the guidance department.

For example, some counselors interviewed students routinely and saw every student once or twice a year. Others worked closely with subject teachers and presumably their function was related to educational guidance. In school "T", referrals came primarily from one or both of the school administrative assistants. In this school all full-time counselors were assigned to all grade levels.

Problems

The counselors were asked to estimate the change in the amount of time spent in dealing with a dozen problems related to disadvantaged students this year as compared to last year. Using a five-point rating scale in which 1 was "significantly more," 3 "about the same," and 5 "considerably less," the average change was 2.62. This indicates an overall slight increase in time spent with this year's group.

The problems requiring more time in rank order were "school-work" (2.24), "home conditions and emotional disturbance" (2.38), "disciplinary" (2.45), "emotional" (2.49), "financial" (2.66), "pregnancy" (2.73), "parental " (2.74), "health" (2.83).

Other Services

The team assessed other services needed in each school for disadvantaged students by classifying them as adequate (A), inadequate (I), or not available (N). These included employment, stipends, food, clothing, health, and the like. The service receiving the greatest number of "A" ratings was "food," the fewest "sex education." Most inadequate "I" were "sex education," "psychiatric services," and "social services." "N" ratings were greatest for "stipends" and "sex education."

Summary of Administrator's Questionnaire - Organization and Services

School administrators rated the current group of ninth graders about the same as last year's ninth graders for 17 items related to school. The differences reported were slightly more "lateness" and "truancy" and somewhat fewer "complaints against teachers" and "drop-outs."

Regarding guidance services, it was the consensus of 33 counselors in the nine high schools that most referrals came from school administrators and teachers. This year's group required slightly more guidance time than last year's, particularly with respect to school work, home conditions, emotional disturbances, and disciplinary problems. Finances, health, and problems with parents were also mentioned.

The areas in which services were either inadequate or not available were sex education, psychiatric problems, social services, and stipends.

Curriculum

Data for evaluating the curricula for educationally disadvantaged ninth and tenth graders were based on questionnaire responses of department chairmen, classroom teachers, student reactions, study of available midyear examinations, course guides, and to some extent on classroom observations made by the evaluators.

Responses of Department Chairmen

The "Questionnaire for Department Chairmen" attempted to assess the organizational, administrative and curricular changes over the past two years, in the English, social studies, science and mathematics departments as they relate to the education of disadvantaged ninth and tenth graders. A copy of this questionnaire is in Appendix B.

Responses were obtained from the 35 chairmen in the nine high schools being assessed. Of those responding, half had been chairmen in their present schools two years or less. Their average previous service as a teacher was 16 years.

Organization and Administration

About 80 per cent of the respondents stated that the department offered special courses for the educationally disadvantaged students. The 20 per cent whose responses were "no" to the above question came largely from the vocational schools where presumably such programs have been in use for some time.

There were over 300 general, remedial and tutorial ninth grade classes and 430 tenth grade classes reported by the chairmen. About two thirds of these ninth grade classes were general and one third remedial. There were less remedial (10 per cent) but more tutorial classes at the tenth than the ninth grade level.

More than 50 per cent of the ninth grade teachers of the remedial classes and 70 per cent of the ninth grade teachers of the general classes had been teaching at least three years. At the tenth grade, almost two-thirds of the teachers of both remedial and general courses had at least three years of experience in remedial, general, and academic classes.

A comparison of the average class size this year with that of last year revealed very slight changes. The ninth and tenth year remedial classes averaged about 20; general, about 26; and academic, 30.

Teacher Selection

Teachers of remedial classes at the ninth and tenth grade levels were selected in essentially the same way. Approximately 35 per cent were volunteers, over 40 per cent were selected by chairmen, and almost 25 per cent by rotation.

Teachers of the ninth and tenth grade general classes were also selected in a similar manner: approximately 18 per cent were volunteers, over 40 per cent were selected by chairmen, and close to 40 per cent assigned by rotation.

Groupings

Two out of three chairmen reported that reading ability was the prime criterion for grouping students both at the ninth and tenth grade levels. Other criteria mentioned were: previous school record by 50 per cent of the respondents, test scores by 30 per cent, and teacher recommendation by 20 per cent.

Homogeneous grouping was reported for academic, general, and remedial classes, particularly in the academic high schools.

Ethnic Composition

The responses revealed that practically all the ninth and tenth grade remedial classes consisted of at least 50 per cent Negro and Puerto Rican students.

There were more ninth grade general classes than tenth grade general classes in which at least half the students were Negro and Puerto Rican. The academic track had relatively few classes at either the ninth or tenth grade level consisting of half Negro and Puerto Rican students, with slightly more at the ninth than at the tenth grade level.

Only half of those responding were able to place late session disadvantaged ninth and tenth graders on office squads (student volunteers serving in administrative and departmental offices), since these students did not have free periods. The squads, on the average, were about 5 per cent Puerto Rican, 20 per cent Negro, and 75 per cent others.

In the 35 departments surveyed, there were fewer than 1 per cent Puerto Rican teachers, about 5 per cent Negro, and 95 per cent white.

Curriculum

Departmental curriculum changes for disadvantaged ninth grade students were introduced for the most part in September 1965, at the ninth grade level, and at both the ninth and tenth grade levels in September 1966.

About two-thirds of the chairmen who responded said they were planning curriculum changes for next year. A few were uncertain and several said "no." Some referred to new state and city syllabi. English departments planned additional remedial reading classes, mathe-

matics departments spoke of modified courses covering two terms of work in three terms.

Curriculum changes were reported more frequently for the ninth than for the tenth grade courses. Most of the changes in both instances were described as "new approaches and new topics" and the others were largely simplifications of existing curricula.

New books had been introduced in courses for disadvantaged students in 90 per cent of the ninth and tenth grades, and new materials in 75 per cent of these grades. The kinds of books and methods mentioned were:

Programmed books, workbooks with lower reading levels, special work sheets prepared by teachers, texts featuring minority groups, "New World of Literature," individualized reading series, simplified reading pamphlets and workbooks, new texts and self-learning programmed book course, film strips, recordings, workbooks for programmed math, new workbooks for business arithmetic, phonic exercises, self-directing and self-correcting materials.

Workbooks and programmed instruction were mentioned most frequently.

The attempt to discover the number of teachers who were regarded as "successful" by chairmen with disadvantaged students did not produce useful discriminating data for many either did not answer this question, or claimed all or almost all were successful.

However, the following ten were some of the more representative specific techniques used by "successful" teachers which are quoted: These fell into two general categories - (A) personality of teacher, and (B) teaching procedures.

A. Teacher personality and attitude

1. Patience, patience, patience
2. Individual help - sympathetic understanding and patience. Slowing up of tempo of lesson-drawing on pupil experiences
3. Treating students with dignity, assuming they are not unteachable, skill training
4. Patience, avoidance of blind mechanical drill, individualized teaching wherever possible
5. Encouragement - feeling of accomplishment
6. Success is attributable mostly to personality and "style" in teaching. The best teachers stimulate the students chiefly by virtue of their warmth and imagination.
7. Tender loving kindness, constant commendation, teacher self-discipline
8. Rapport with and personal interest in students
9. Understanding the nature of these pupils and their problems. A sympathetic approach while at the same time treating them as equals with others

B. Teaching procedures

1. Small group instruction. Multi-media teaching approaches
2. Use of A.-V. materials. Supplementary text materials prepared. Stress on motivation.
3. Variety of procedures, attention to careful lesson planning, preparation of motivating procedures.
4. Motivation, frequent review, tutoring, student aids
5. Several activities in one period, dramatizations, preparation of special reading materials.
6. Sought literature texts which are more urban oriented, sought to ensure that all activities of the classroom

are related to the concrete and practical current and future needs of the students

7. Interspersing remedial with general curriculum. Covering same material over a longer period of time. Giving pupils a greater amount of individual attention.
8. Careful, slow, sequential development; concretization and avoidance of abstraction; liberal use of audio-visual aids; variety of activities within the period
9. Greater stress on audio-visual aids; more individualized projects and assignments; greater use of school library resource center
10. Emphasis on reading and English.

Assistance

In answer to the question concerning specific assistance given to teachers of disadvantaged students, about half the chairmen either did not answer, or said "none," "does not apply," or gave mere token answers. The positive response often given described frequent individual and group conferences with these teachers. Intervisitation and demonstration lessons, frequent supervision, individual conferences, and discussion at department meetings were listed as forms of help.

These teachers were given a reduced program load, no more than two different kinds of classes, smaller classes, special materials, and help from a reading coordinator.

Qualifications

The question asking whether the teachers of disadvantaged students

at the ninth grade had special qualifications was answered "yes" by 16 chairmen, "no" by 11, and went unanswered by 8. For the tenth grade teachers, 13 chairmen said "yes," 10 said "no," and 12 failed to respond. Special qualifications mentioned were: previous experience either in elementary, junior high school, or other similar groups of students; courses in guidance and human relations; handling of slow learners and teaching of the disadvantaged.

Assistance was received in making curriculum changes by at least half the departments reporting: 18 at the ninth grade and 19 at the tenth grade. The sources listed were either from the school or from the outside sources as follows:

A. From the School

1. Funds for purchase of workbooks
2. Reading Consultant
3. Special scheduling for these students.

B. Outside the School

1. Board of Education - Bureau of Curriculum Research, Bureau of Audiovisual Instruction, Director of Business Education
2. District Superintendents' offices
3. Ford Foundation
4. N.Y. State Department of Education
5. Yeshiva University

Teachers' contributions and participation in curriculum-making and revisions were reported by nearly all the chairmen. The nature of their contributions were described as follows:

1. Adaptation of instruction to needs of students
2. Modification of textbook materials, selection of topics to taught

CENTER FOR URBAN EDUCATION
FIELD RESEARCH AND EVALUATION COMMITTEE
ESEA TITLE I EVALUATIONS

SUMMARY REPORT

Date: July 31, 1967

Project: Grade Reorganization Preparatory to the Establishment of the
Four Year Comprehensive High School

Evaluation Director: Dr. Edward Frankel, Associate Professor
Hunter College

NOTE: To assist in the planning of Title I
projects for 1967-8, this summary
was prepared after the collection
of all data but before the writing of
the final report. The final report
will contain a complete, detailed
evaluation of the project.

Grade Reorganization Preparatory to the Establishment of the Four Year Comprehensive High School

Introduction:

The High School Grade Reorganization Plan was designed to promote quality integrated education, by transferring ninth grade students from crowded, segregated junior high schools to the ninth grade of senior high schools. 48 junior high schools and all 89 of the academic and vocational high schools were involved. The plan first went into effect in September 1965 and was continued this year. The purpose of the present study was to evaluate the following objectives of the transfer plan: improved ethnic distribution, modifications in curriculum, augmented guidance services, improved student self-image, and improved academic performance. A sample of ninth graders in six academic high schools and three vocational high schools was used for the evaluations; in addition, a smaller subsample of ninth graders in the high schools was selected and compared with ninth graders in ethnically comparable junior high schools. A tenth grade sample, consisting of students who had been in the senior high school for their ninth grade year, were compared with tenth graders who had spent their ninth grade year in a junior high school.

Procedure:

The overall design of the study had three parts. The first part assessed the transfer plan in all nine high schools. In November 1966, their principals and administrators were interviewed and completed a questionnaire.

The second part, conducted toward the end of the current school year, concentrated on the transfer plan in action. Interviews were held with the department chairman, administrators, teachers, and guidance counselors in the high schools. In some of the high schools a student-questionnaire was administered to ninth and tenth grade English and mathematics classes. Classroom visits were made by the evaluation staff.

The third part of the evaluation related to student performance -- attendance, major subjects passed, and reading achievement. The analysis of reading achievement results included the ninth graders in the high school and their counterparts in the junior high school.

F I N D I N G S

Ethnic Trends:

Over the past five years the six academic high schools studied showed an increase in percentage of minority group students, from 10 per cent to 31 per cent of the school population. In the three sample vocational high schools the increase was from 53 per cent to 69 per cent of the total school population. Five years ago, five of the six sample academic high schools were predominantly white; today none of these schools are in this category. However, the rate of ethnic change has decelerated over the last year: except for one school there was very little change in the ethnic distribution of the schools this year as compared with last year.

Desegregation:

In the academic high schools, a large proportion of the new ninth and tenth graders were placed in remedial tracks, because they were educationally retarded; this tended to create segregated classes. To

counterbalance this tendency, the schools have taken deliberate steps toward desegregation by planning integrated homerooms, guidance, music, art, and health education classes, and extra-curricular activities. These are having limited success, since in many schools the lower grades attend classes held later in the day. Some schools have tried to program eleventh grade classes during the overlap of early and late sessions.

The vocational schools are better integrated, with the white population consisting of one third to one fourth of the school population; inter-ethnic groups were observed in the lunchroom, study halls, and wherever free mixing was possible.

In the vocational high schools the student leadership reflected the ethnic distribution of the school; in the academic high schools the ethnic distribution of student leaders the teaching staff and administrators did not reflect, the school as a whole but was predominantly white.

Crowding:

The ninth and tenth grade population in the nine senior high schools has doubled since last year. The academic high schools continue to be somewhat more bothered by crowding than the vocational high schools. There appears to be a severe shortage of classroom space, due primarily to the increased number of remedial classes with low registers and to the general reduction in class size. The increased services in the schools also require additional space. The school day has been extended to double, and in some cases, triple sessions. Crowding has contributed to an increase in number of problems such as discipline, attendance, and scheduling of extra-curricular activities.

School Personnel:

Guidance counselors were required to spend more time with problems related to home conditions, emotional disturbances, and discipline. There is a need for more remedial, guidance and administrative personnel to serve the increased numbers of students who need to be helped.

Curriculum Changes

The ninth grade curriculum remained much as it was last year, while the tenth grade program was basically an extension of the ninth grade program plus a few additional courses. The teachers expressed dissatisfaction with current courses of study because these have failed to meet the interest and needs of the students. The curricula were largely previous curricula with little new material added. The classroom teacher who was trying to modify teaching procedures and course content did not have much say in curriculum modification. There is a need for more specialists, both in remediation and in curriculum construction.

Teaching Methods:

The team of evaluators found that the approach in the classroom was generally the traditional teacher-centered recitation, with limited student-student interaction. It reported that inappropriate teaching methods, inappropriate materials and poor pupil attendance were some of the contributing factors.

Student Reactions:

The typical student respondent to the questionnaire was from a minority group, enrolled in a general course, expecting to be graduated from high school, and planning to get a job as a clerical skilled or technical worker. In general, he was satisfied with his present school

and liked best" science and mathematics, but wanted to add typing, a foreign language or stenography to his program. He did not tend to participate in extra-curricular activities. He felt it was important to attend an integrated school, although he resented being on late session. Based on results of a student questionnaire his self-image had improved since he came to high school as did his realization of the importance of school and his desire to get ahead.

Student Performance

More ninth graders than tenth graders in the academic high schools were enrolled in academic courses. Mathematics proved to be the most difficult subject for both ninth and tenth graders in the academic high schools. Among the vocational students, attendance was better and the percentages passing major subjects was higher.

Tenth graders who had been in high school for the previous year did not differ significantly in reading achievement from tenth graders who had spent their ninth year in junior high school. High school ninth graders of this year were not significantly different in reading achievement from the high school ninth graders of last year. The gains made in reading by ethnically comparable high school and junior high school ninth graders were substantially the same. There was no advantage in scholastic achievement, reading gains or attendance for those students who spent the ninth year in high school rather than junior high school.

3. Coordination of teacher's work and preparation of a course of study by grade chairmen.
4. Preparation of calendar of lessons
5. Curriculum modifications based on departmental conferences and decisions.
6. Recommendation of instructional procedure, time allotments, textbooks and other materials
7. Preparation of new courses of study by a committee of teachers.

About two-thirds of the chairmen reported that there was a systematic program for continuous curriculum revisions for the disadvantaged. The remainder either said "no" or failed to answer the question.

About 75 per cent of the chairmen reported that there were no administrative allowances for teachers of the disadvantaged. Eight chairmen indicated that some allowance was made for guidance of and consultation with students, and in one department, for preparation of materials.

Recommendations

The chairmen's recommendations for improving departmental offerings for disadvantaged students included the following:

1. Smaller classes
2. More remedial classes
3. Greater time allowance for teachers and for classes
4. More in-service training of teachers to develop skills
5. A greater variety of teaching materials
6. Special curriculum
7. Outside help in preparing curriculum materials
8. Individualized class instruction

9. Tutorial assistance
10. Double periods of English and reading
11. Text and materials at lower reading levels
12. More visual aids
13. Urban centered materials
14. More flexible scheduling to allow a better choice of experienced teachers.

Assessment

The general estimate by the chairmen of the present departmental offerings for disadvantaged was "good." About half rated the offerings "4" or "good;" nine thought it was "3" or "fair;" four rated it "5" or "excellent." The reasons given for the ratings were:

1. We are doing the best we can considering poor attendance and lack of motivation of students.
2. Some students (from remedial to general or from general to academic), have been programmed for the next higher general track and have been able to maintain themselves.
3. Teachers are very conscientious, working hard and devising worthwhile lessons and materials for these youngsters.
4. Students are interested and show improvement in habits of work and scholarship.
5. There is a high percentage of failure because of truancy.
6. Teachers are experienced, professional, dedicated, and eager to help these students; attitude of the students is better than anticipated.

Transfer Plan

In answer to the question, "Do you think the present transfer plan will achieve quality integrated education?", four chairmen said "yes," ten said "no," eight were doubtful and thirteen did not answer.

One-third offered alternative plans. The responses were as follows:

1. Too fraught with politics to answer.
2. Better equipped and better staffed schools in the children's own neighborhood.
3. This program will help a good deal, but it does not attack problems of personnel and curriculum.
4. Plan appears on a forced basis.
5. We need a wide-ranging extra school program of public relations, advertising, social and community work designed to clarify what education is and its value.
6. Guaranteed annual income.
7. Quality education in the community with all necessary special services.
8. It is difficult at this point to give an honest evaluation of this plan.
9. There are too many complex factors involving student background, Board of Education regulations of purchases, and lack of storage space for materials, that interfere with the goal's achievement.
10. Some way must be found to keep white families from moving away when nonwhites are forced into their areas.
11. Too many students have been programmed emotionally (and sociologically) rather than realistically. Many students need supportive services which we do not have available.
12. Emphasize massive assistance to the community as a whole to increase desire for education.
13. We cannot achieve integrated education or any type of quality education without more personnel and money.

Midyear Examinations and Courses of Study

The request for syllabi currently in use with educationally disadvantaged studies and for copies of current midyear examinations in English, social studies, mathematics, and science yielded an ample supply of materials. These included modified and special syllabi

for slow learners, and remedial and general classes. They provided some evidence of the extent and direction of curricular revisions. The available syllabi, time schedules, calendar of lessons, and department bulletins revealed that concrete efforts were being made to provide educational experiences for disadvantaged youngsters. However, in many instances, these curricula appeared to be diluted forms of the academic or regular course of study. The examinations which were made available reflected this tendency. These materials confirm the need for more drastic and dramatic curricula changes.

Classroom Teachers' Responses

The questionnaire for classroom teachers attempted to anonymously probe the organizational and curricular changes which had been instituted in several major subject departments to meet the problems presented by disadvantaged ninth and tenth graders. The teachers were also asked to compare last year's and this year's disadvantaged youngsters in classroom achievement and performance. Finally, they were also given the opportunity to evaluate the present transfer plan as a means towards achieving quality integrated education. Copies of this questionnaire are in Appendix B.

The questionnaire was distributed to two ninth- and two tenth grade teachers in each of the nine high schools who taught disadvantaged youngsters in each of the following subject areas: English

social studies, science (general science and biology), and mathematics including general math and record keeping. The number of teachers responding to the questionnaire was 125. This represented about a 90 per cent return.

Over 80 per cent (102) of the respondents had been teaching at least three years. More than half of these (70), had some contact with these ninth and tenth graders outside the subject classrooms: as official teachers (30), as club sponsors (14), in tutorial programs (6), as grade advisors (5), and the remainder in at least a dozen different activities, including dean of girls, guidance counselors, lateness coordinator, and athletic coach.

Organization

About 60 per cent of the ninth-grade teachers and 55 per cent of the tenth grade teachers with special classes for disadvantaged students expressed satisfaction with class size. Those who felt that these special classes were too large for effective teaching gave as their reasons that large classes create too many problems and cut down on the individualized instruction these students require.

Special Qualification

When asked about their special qualifications for teaching the disadvantaged, almost half the respondents cited a broad variety of college courses, a third cited previous teaching experiences includ-

ing the junior high school, and the rest listed personal attitudes.

Concerning the special qualifications which they thought teachers of the disadvantaged ought to have, the greatest number of responses were in the area of attitudes such as understanding, sympathy, patience, and sense of humor - similar to those mentioned in the chairmen's questionnaire. Specific skills were also mentioned such as special courses dealing with the slow learner, remedial reading, the disadvantaged, the slums.

Teaching Techniques

In response to the question about the need for special techniques for teaching these youngsters, 80 per cent of the ninth grade teachers and about 75 per cent of the tenth grade teachers answered in the affirmative. It was significant that a quarter of the ninth grade teachers and also half the tenth grade teachers did not answer this question. About fifty different techniques were cited by teachers. The most frequently mentioned were "duplication of special materials," "use of all types of visual aids," "apply materials to their daily lives," and "individualized instruction." In general, the procedures listed were characteristic of good teaching.

New Teaching Materials

About 60 per cent of the ninth grade teachers and an equal per cent of the tenth grade teachers indicated these students were being

provided with new books and materials intended for educationally disadvantaged students. Again about one fourth of the ninth grade teachers and one half of the tenth grade teachers did not respond.

Of those responding, the majority (60 per cent) were satisfied with the change but felt that these materials could be improved both qualitatively and quantitatively. Suggestions for improvement included "simplified books with less words and more pictures; easier vocabulary," "simple books written at high interest levels for mature students," "desperate need for grammar books, workbooks and maps."

It appeared that few teachers volunteered to teach the disadvantaged within the ninth and tenth grade classes. Most were assigned either through selection by the chairmen (34 per cent) or by rotation (25 per cent).

Teachers were almost evenly divided in answering the question, "Are you getting assistance in teaching the disadvantaged?"

The most frequently mentioned sources of assistance were department chairmen (85 per cent). Department chairmen gave encouragement, understanding, advice, discussion, observation, and demonstration lessons. Teachers were helped by their colleagues by group meetings during and after school, buddy teachers, and intervisitations.

Only four teachers (3 per cent) reported that they were receiving some sort of program allowance for teaching the disadvantaged such as no building assignments or four teaching periods.

Evaluation of Curriculum

Teachers were asked to evaluate the present syllabi as meeting the needs of disadvantaged students on a five-point scale ranging from 1 (excellent) to 5 (worthless).

With one-third of the teachers not responding, the average rating for the ninth grade syllabi was 3.6, between fair and poor; the tenth grade syllabi was rated 3.1. The largest number of teachers, about 40 per cent, rated the syllabi for both the ninth and the tenth grades as "poor."

The chief criticisms leveled at the syllabi were "they were not related" to the direct present and future experiences of the students, "too difficult," "geared to the academic track," "too general, vague, abstract," and "too subject oriented."

Far fewer teachers commented on the strengths of the current syllabi. Some teachers, particularly in biology, praised the syllabus as meeting the needs of students, through varied subject matter.

The most important curricula changes suggested by teachers: pay more attention to the life and needs of the students, simplify the content, and cover less material. In science - loosely considered - they asked for units on disease, food, sex, and child care as well as "consumer education."

Simplify syllabus and cut down on amount of material to be covered.

Add pertinent materials to cover syllabus.

Build lessons around social aspect of social problems, math problems with social backgrounds. Use of films, trips, demonstration.

About one-third of the teachers said that there were opportunities within the framework of the present syllabus to consider such significant topics as integration, minority group membership, poverty, value of education, and consumer education. The others either said there was no opportunity or did not respond to the question.

Fewer than 20 per cent answered "yes" to the question "Did you contribute to the construction of the syllabus you are teaching?" Teachers who did contribute did so mainly by "adapting materials for the disadvantaged," "shifts in emphasis," "new materials," and "re-organizing material, choice of books, and tracts."

Evaluation of Students

Teachers compared the disadvantaged students of last year with those of this year with respect to nine aspects of classroom performance and achievement. They compared the two groups by rating them on a five-point scale where one was much better, three about the same, and five much worse.¹

The average overall ninth-grade rating was 3.20 and that of the tenth-grade 3.05. These may be interpreted as indicating that generally there were no great differences between last year's and this

1. The "Questionnaire for Classroom Teacher" is found in Appendix B.

year's classes of disadvantaged students. The average ratings of the ninth graders ranged from 3.32, "respect for the rights of others," to 3.09, "attitude toward peers." The tenth graders were rated from 3.14, "homework" to 2.84, "discipline."

In their assessment of the transfer plan, less than 20 per cent thought it would achieve quality integrated education, 50 per cent said "No," and 30 per cent did not respond. The majority of the teachers appeared not to favor the plan.

Some alternative plans offered by teachers were:

1. More special services - counseling, psychiatric help, individual remedial assistance, teacher aides.
2. Eliminate overcrowded classrooms and double and triple sessions.
3. Homogeneous grouping based on reading ability.
4. Highly paid teachers, differential for creative teachers.
5. More money to purchase needed materials.
6. Lower achievers should spend an extra year in junior high schools with special teachers in remedial reading and arithmetic.
7. Omit attempt to integrate every class because "quality" is not maintained.

Classroom Observations by Teams of Evaluators

Teams consisting of two evaluation staff members visited one ninth grade and one tenth grade class for disadvantaged students in each of the four selected high schools.

The total register of these 16 classes was 363 and the total attendance was 264; about three-fourths of the students on register were observed. Approximately half were Negro, one-quarter were Puerto Rican, and one-quarter, white.

The team spent approximately 15 minutes in each classroom and assessed eleven aspects of the lesson, including "democratic atmosphere," "teacher-student interaction," and "student-student interaction."

Each aspect of the classroom procedure was assessed by the observer independently, using a five-point scale on which "1" represented "practically non-existent;" "2" - "limited;" "3" - "moderate;" "4" - "great extent;" "5" - "nearly complete;" "0" - "no basis."²

Results

The observers found little indifference on the part of teachers and practically no disorderly, disruptive behavior on the part of the students. There was relatively little student-student interaction but a moderate amount of teacher-student interaction. There was little or no basis for determining the degree of interracial and inter-ethnic student acceptance: 60 per cent of the ratings were 0 - no basis.

2. A copy of the Observational Schedule is found in Appendix B.

Physical integration, the arrangement of ethnic groups within the class, was achieved to a considerable extent.

Comments on Classroom Observations

The observers were asked to make some comments about the classes observed. The following is a compilation of representative verbatim comments:

The class was slow in getting started. There were no dictionaries in the class. There were no decorations in the room. The poem in the lesson was analyzed before the general meaning was elicited from the class.

The teacher read the poem with great feeling. There was good use of idiomatic expressions, e.g. "hung up," "we'll kick it around." The text was fairly integrated.

The lesson on the square root was basically a textbook lesson. Each answer was repeated by the teacher. There was no relation to reality in the lesson. The teacher had excellent rapport with the class.

When will the students ever use the information developed in this class? Why wasn't the class devoted to consumer math? Instead of simple arithmetic on the month of February, why not give the students lessons on the interest rate when buying on time, loans, advertising, handling money, etc.?"

The remedial reading lesson was based on a list of words distributed to students. The students were required to use the list in writing sentences. The teacher was extremely warm and circulated through the room giving students individual attention.

The teacher giving the remedial reading lesson used the room on a part-time basis. Literature suffered due to the nature of the workbook type lesson.

The lesson was an open-book lesson consisting of reading from the text sentence by sentence. There was an overwhelming feeling of apathy. Almost all the questions were fact recall. The students sat at typewriters although the subject was clerical practices. Although the entire class was Negro and Puerto Rican, the textbook did not contain one picture of Negroes and Puerto Ricans. There was a good deal of petty teacher discipline, e.g., "Stop chewing gum," "If you put your books in the back they wouldn't fall off your desk."

Students called out and got up to leave the room without permission. The students read orally and vocabulary words were discussed in context.

The teacher repeated answers and relied on volunteers.

Efficient teaching. Not enough pupil participation. The teacher was enthusiastic with a sense of humor.

The teacher talked more than all the pupils put together. He repeated and summarized answers. All judgments were made by the teacher. No socialization.

It was a better than average lesson. The teacher used an imaginative approach.

The teacher used visual aids showing various birds in this remedial reading lesson. The students were asked to read paragraphs about the birds and fill in information on a master chart. Why couldn't the teacher use topics closely related to the lives of the students? There was no motivation. The aim was to read for details. When would a pupil be required to use this information?

The lesson was fact-recall. There was no motivation. The textbooks were quite old and falling apart (one was stamped 1/18/41). The lesson was completely teacher dominated. Questions were thrown out in rapid-fire fashion. There was no student conceptualization, no comparison, no relationship to problem solving or to the life of the student.

This was basically a question-answer lesson not related to the lives of the students. Student names were called at the end of questions without waiting for volunteers. Teacher gave the answer many times.

The material was diversified in accordance with different student ability levels.

Student Questionnaire Responses

To obtain student reaction to the school and the Transfer Plan, an anonymous student questionnaire was administered by a member of the evaluation staff to the special ninth and tenth grade classes in English and mathematics for educationally disadvantaged students. These were the same classes visited by the observation team of evaluators in four selected high schools.

There were 363 on register and approximately 75 per cent were present when observed. Half were Negro, one-quarter Puerto Rican, and one-quarter white. Practically every class was at least 50 per cent Negro and Puerto Rican, and many classes were completely segregated.

Educational Plans

More than half (58 per cent) planned to make high school graduation the terminal point in their education; a third (34 per cent) aspired to college; and only two students said they planned to drop out.

In the academic high schools, 44 per cent of the boys and about 20 per cent of the girls were college-bound. In the all-boys vocational high school, about 36 per cent planned to go to college - unrealistically, considering the programs they were generally following.

Occupational Plans

Approximately 75 per cent of the students made an occupational choice which could be classified. Two-thirds of these were in three occupational groups. The first choice was "clerical" (24 per cent), followed by "skilled" (22 per cent), and then "professional and technical" (19 per cent). The large majority (84 per cent) of vocational school students selected "skilled" groups.

As compared to the percentage distribution of the various occupational groups in the United States civilian labor force, the students had a higher percentage in the three major groups given above. They had a smaller percentage in the semi-skilled, proprietor, manager, and service worker groups.

Courses Pursued

About half (53 per cent) were pursuing a general course, a quarter an academic course, and 15 per cent a commercial course. There were slightly more boys than girls in the academic track (20 per cent as compared to 18 per cent) and twice as many ninth year boys (33 per cent) as tenth year boys (16 per cent).

School Rating

More than half (53 per cent) rated their present high school "good" or "excellent;" a third thought it was "fair," and 13 per cent considered it "poor." Ninth graders tended to rate the school slightly higher than tenth graders.

Only one-third or 35 per cent of the students in school "C", gave positive ratings to their school, as compared to the average of 56.7 per cent for the other three schools. There was little difference between the school ratings given by boys and by girls.

Choice of School

Three out of five students (61 per cent) indicated that if they were to do it over again, they would choose the same high school, and one out of three (36 per cent) would elect to go to another school. Of those presently in an academic high school, about one-third (37 per cent) would select another academic high school slightly more than one-fourth (29 per cent) would prefer a vocational school, a few (6 per cent) would choose parochial school, and 29 per cent did not respond.

The vocational school student presented a slightly different picture. More than half would want to attend an academic high school (58 per cent), 18 per cent another vocational high school, 9 per cent parochial school, and 15 per cent did not answer.

Evaluation of School Subjects

Students were asked to indicate the school subject they (a) liked least (b) liked most (c) found easiest, and (d) found hardest. There was considerable overlap and disparities in their choices indicating the extreme diversity among these students in assessing their school subjects. English and science were chosen as least liked, mathematics best liked and easiest, and science as hardest. However, in the analysis of percentages passing each major subject, mathematics had more failures than any other subject.

Subjects Students Would Like to Take

Although there were many subjects that students wanted to take, the three mentioned most frequently were typing (particularly by the ninth graders), foreign language, and stenography.

Student Self-Image

Using a five-point rating scale on which "1" represented "greatly improved," "3" - "no change," and "5" - "much worse," students assessed the extent to which their school experiences had changed their self-image with respect to ten items including "1" "realizing the need for school," "2" - "desire to get ahead," and the like (see Appendix B).

Ninth and tenth graders registered the greatest improvement in "10" - "desire to do well in school," with average rating scores of 1.65 and 1.78 respectively, and the least improvement in "8" - "helping others in class," both with an average rating of 2.21.

Ninth and tenth graders differed most widely in the extent to which school influenced them "in realizing the need for schooling," "self-confidence," and "doing the best you can." In each instance the ninth graders felt that they showed more improvement than the tenth graders.

For the two groups combined, "desire to do well in school" showed the greatest improvement, 1.71, followed by "desire to get ahead," 1.82.

For all scores and all groups combined, the overall rating was 1.97 - "somewhat improved." Thus, in general, the students expressed a "somewhat improved" self-image based upon their school experiences.

Participation in School Activities

Relatively few of the transfer students participate in extra-curricular activities. About 16 per cent reported that they attended school dances, 13 per cent were on athletic teams, 9 per cent on clubs, 9 per cent on squads, and 3 per cent in student government. In general, tenth graders were somewhat more active than their ninth year

schoolmates. The prime reasons given for nonparticipation were "live too far from school," "takes too much time," and "late session."

Integrated Schools

Students were about equally divided in their opinion about how important it was to attend an integrated school. Thirty per cent thought it was "very important," 32 per cent "important," 28 per cent "not important," and 10 per cent did not respond. Several of the students who responded "not important," in giving reasons for their replies revealed that they were white. (In assessing these replies, it should be remembered that one-fourth of the respondents were white.) The only significant difference among the responding groups was the difference between the tenth grade girls and boys: 76 per cent of the girls as compared to 42 per cent of the boys, thought it was "very important" or "important" to attend an integrated school.

The spectrum of reasons given for the answers ranged from what appeared to be black nationalism to white chauvinism. However, the majority opinion of those favoring integrated schools was that it promoted better human relations by "getting along with others," and by "getting to learn about people."

The main reasons given by those who thought it "not important" to attend an integrated school were: "doesn't matter to me," "color

is not important," and "just interested in a good education." Twenty one per cent did not offer an explanation.

Aspects of School Liked Least and Liked Best

The aspects of the schools that students liked best were: the teachers and teaching (24 per cent) and the subjects (18 per cent). About 75 per cent of these latter responses, most of which were from school "G", were shop or shop subjects.

Those aspects of the school liked least pertained to school policy (39 per cent), particularly late session and other aspects including rules and strictness regarding smoking, clothing, lateness, and the like. Teachers and teaching were chosen by 18 per cent and 9 per cent criticized physical aspects of the schools.

Proposed Changes

Students were asked what changes they would make in the school if they were principals. The majority mentioned changes in school policy (56 per cent), and improvement of physical conditions (8 per cent), teachers (6 per cent), cafeteria and food (6 per cent). About 14 per cent either did not respond, suggested no change, or had none to suggest.

P A R T I I I

STUDENT PERFORMANCE

Among the objectives of the High School Grade Reorganization Plan were: "to diminish the number of dropouts by providing courses that are consistent with the pupils' ability and need" and "to improve the academic achievement ... of all students."

Student performance was defined in terms of attendance and turnover percentages, academic records as indicated by number and kind of major subjects passed, and gains in reading comprehension as measured by citywide testings.

Assessing student performance was conceived as a means of determining the extent to which the Grade Reorganization Plan improved the performance of disadvantaged students in six academic and three vocational high schools.

It was not the purpose of this evaluation to make comparisons between the academic and vocational high schools. In presenting data, the records of the two groups are given both separately and averaged as a matter of convenience and not comparison.

This separate but parallel approach is supported by the nature of the analysis which makes no distinction between academic, commercial, general, or remedial courses.

Samples of Students

Three samples were selected to evaluate the performance of the disadvantaged ninth and tenth graders in the six academic and three vocational high schools. The following is a brief description of each sample. Additional data describing the size, sex distribution, and ethnic composition of the three samples are found in Appendix A.

Sample 1 - Current Ninth Grade Group

This sample consisted of a random selection of one-half of the ninth graders in the nine sample high schools. They came to these schools in September 1966, from the same or ethnically comparable junior high schools as did last year's ninth graders (those in Sample 3).

There were 821 students in the sample, 508 from academic and 313 from vocational schools; 43 per cent were boys and 57 per cent were girls. Ethnically, there were 34 per cent Puerto Rican, 67 per cent Negro, and 2 per cent "others."

Sample 2 - Tenth Graders from Junior High Schools

In this sample were all those disadvantaged tenth grade students attending the nine sample high schools who came to these high schools as tenth graders from the same or ethnically comparable junior high schools as those in Sample 3. They spent their ninth grade in a junior high school.

There were 475 students in this sample, 209 from academic and 266 from vocational high schools; 36 per cent were boys and 64 per cent were girls. Among them were 42 per cent Puerto Rican, 52 per cent Negro, and 6 per cent "others."

Sample 3 - Tenth Graders from High Schools

This group consisted of (a) most of the disadvantaged students who were included in last year's study, and (b) a random sample of one-half of the disadvantaged students who were transferred from truncated junior high schools into the vocational high schools as ninth graders. All the students in the sample spent their ninth year in the high schools and remained in the high schools as tenth graders.

There were 1018 tenth graders in the sample, 757 from academic and 261 from vocational schools; 48 per cent were boys and 52 per cent were girls. The ethnic composition was 26 per cent Puerto Rican, 70 per cent Negro, and 4 per cent "others."¹

Data

The student data were obtained from official school records and

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1. See The Four-Year Comprehensive High School, Center for Urban Education, 1966. Only six of the seven academic high schools in last year's study were used. One school was not used because its Negro population was essentially middle-class and was therefore deemed not to be within the purview of this study. Several students in the original sample who did not stem from disadvantaged backgrounds and/or come from special service junior high schools were eliminated from the current sample.

transcribed to a Student Data Card prepared for each student selected for this study. (A copy of the Student Data Card is found in Appendix A.)

The data collected included identifying information, grade equivalents on Metropolitan Reading Tests for October and April, course of study (general, commercial, or academic), major subjects passed and failed, and attendance.

Comparisons were made between:

- a. ninth graders of last year (Group 3) and ninth graders of this year (Group 1);
- b. tenth graders from junior high schools (Group 2) and tenth graders from high schools (Group 3);
- c. reading scores of ninth graders in four sample high schools in Sample 1 were compared with the reading scores of ninth graders in four ethnically comparable junior high schools.

Transfers Out of Schools

In analyzing the characteristics of each of the three groups, the number of students transferring out of the schools and their destinations was studied. These data are summarized in Appendix A.

There were relatively few students in Samples 1 and 2 who left the school during this past year: 5 per cent and 2 per cent in these groups respectively. The percentage of known dropouts in Sample 1 was 2 per cent and in Sample 2, 1.7 per cent.

Sample 3 vocational schools also lost few students, 5 per cent of whom were known as dropouts.

Attendance Records

Attendance is a fair indication of a student's attitude toward school. Hence the attendance records of the students in the three samples were analyzed and compared. A complete summary of attendance is found in Appendix A.

In all samples, the attendance rates were significantly better in the first than in the second half of the school year. Vocational school attendance was better than that of the academic school students (25 per cent absence as compared to 10 per cent).

In Sample 1, the percentage of academic school students absent 40 or more days was more than twice that of vocational school students.

In Sample 2, attendance in the academic and vocational schools was about the same for the first half of the year, but in the second half, absence in the 20+ days category was twice as great among academic students.

In Sample 3, 20 per cent of the academic students had no recorded attendance data. These were largely the "dropouts" who failed to report to school in September 1966. In addition, 18 per cent of academic students were absent at least 40 days during the school year as compared to 17 per cent for Sample 2. The vocational school students in Sample 3 contained over 10 per cent absent at least 20 days. These percentages closely paralleled those of the vocational students in Sample 1. Furthermore, the attendance in

The greatest decline was sustained by the academic schools in this sample; 27 per cent were lost. Of these, 8 per cent transferred to other academic high schools, 5 per cent were discharged out of the city, and 9 per cent were known dropouts.

This is the group being studied longitudinally and for whom there are data for last year. In the follow-up study this year, students who left the school between June 1966 and September 1966, or who failed to appear in school in September 1966, could be identified. Comparable data were not available for the vocational schools in Sample 3 or for the other two samples.

Course of Study

The evaluators dealt with two questions concerning the course of study followed by disadvantaged students.

1. Which track do these students follow in the ninth grade, in the tenth grade, in academic and in vocational schools?
2. What changes in course of study occur from grade to grade, and from school to school?

The distribution of students according to the course of study (track) was determined. These are summarized in Appendix A.

In Sample 1, among the ninth graders in academic high schools, two-thirds are in the academic and one-third in the general track. Practically all the vocational students were following a general course. In the second term, there were very few changes in track.

The academic tenth graders in Sample 3 showed a distribution

similar to that found among academic ninth graders; twice as many were in the academic as in the general track. However, 7 per cent of this group elected the commercial track. In the vocational school, 54 per cent were in general and 41 per cent in the commercial tracks. During the second term, about 6 per cent of the academic students left the academic course, shifting to the general and commercial tracks. In the vocational schools there were practically no changes in track during the second term.

The academic population in Group 3, last year's high school ninth graders, presented a track distribution unlike that found in the other two groups. Forty per cent were academic, 53 per cent general, and 7 per cent commercial. This distribution did not change very much during the second term.

However, among the academic tenth graders in Sample 3, as compared to their counterparts in Sample 2, there were 20 per cent less students in an academic program and 20 per cent more students in a commercial track. This difference in academic track may be ascribed to the greater screening that occurs when a disadvantaged student spends the ninth grade in an academic high school rather than in a segregated junior high school.* The shift of the academic students observed in Sample 2 out of academic and into the general and commercial tracks during the second term would appear to support the screening effects.

* The screening effect may also explain the 26.5 per cent difference between the academic track enrollment of Sample 1 and Sample 3 students.

Sample 3 was significantly poorer than that in Sample 2.

Academic Achievement by Major Subjects

A more intense assessment of academic achievement was undertaken by determining how well students performed in each of the major school subjects. Since ninth and tenth graders in high school usually take English, social studies, mathematics, and science, emphasis was placed on achievement in these subjects. The fifth major varies considerably among schools and tracks. Nevertheless, the percentages passing other major subjects were also determined.

Detailed summaries of academic performance in English, mathematics, science, social studies, and other major subjects are presented separately and found in Appendix A.

A summary of the percentages of students in the three samples passing English, mathematics, science and social studies, appears in Table 2.

Table 2 shows the achievement pattern previously noted: vocational students do better than academic students, and the end-year results are generally better than midyear results.

English

The percentage of students in the three samples that passed English in June 1967, were fairly uniform: 76 per cent in Sample 1, 81 per cent in Sample 2, and 79 per cent in Sample 3. The

TABLE 2

SUMMARY OF ACADEMIC ACHIEVEMENT OF DISADVANTAGED STUDENTS
BY MAJOR SUBJECTS

Sample	No. 1- Ninth			No. 2- Tenth			No. 3- Tenth		
	Acad.	Voc.	Both	Acad.	Voc.	Both	Acad.	Voc.	Both
<u>English</u>									
1/67- Total	602	313	915	211	264	475	657	256	913
% Pass	69.4	85.6	76.4	71.9	90.5	82.4	73.3	84.3	77.7
6/67- Total	553	294	847	201	257	458	599	248	847
% Pass	70.0	84.3	76.3	71.1	90.2	81.2	70.2	91.0	78.5
<u>Mathematics</u>									
1/67- Total	446	311	757	144	265	409	356	256	612
% Pass	53.6	84.2	66.0	46.5	78.1	67.5	50.6	77.8	62.1
6/67- Total	433	305	738	131	253	384	313	252	565
% Pass	55.2	83.3	66.4	50.4	88.5	76.0	54.0	86.1	66.4
<u>Science</u>									
1/67- Total	501	310	811	173	263	436	495	256	751
% Pass	63.9	87.4	71.9	50.3	88.6	73.4	60.8	84.0	68.7
6/67- Total	471	303	774	155	255	410	447	249	686
% Pass	67.3	87.4	76.5	62.6	92.5	81.2	64.2	86.7	73.3
<u>Social Studies</u>									
1/67-Total	486	312	798	104	21	125	389	14	403
% Pass	63.4	76.3	68.4	63.4	95.2	68.8	63.8	50.0	63.3
6/67- Total	457	302	759	133	21	154	388	11	399
% Pass	65.4	80.0	71.5	52.6	76.2	55.8	66.0	36.4	65.2

successful academic students in each of these samples were almost the same, 70 per cent, 71 per cent, and 70 per cent respectively. The corresponding percentages for the vocational groups in each sample were higher, 84 per cent, 90 per cent, and 91 per cent. Students achieved greater academic success in English than any other major subject. The findings are consistent with the performance of last year's ninth grade group.

Mathematics

This was the most difficult major subject, particularly for the academic students in each sample. About half these students passed mathematics in June 1967, 55 per cent in Sample 1, 50 per cent in Sample 2, and 54 per cent in Sample 3. The corresponding percentages in the vocational groups were 83 per cent, 89 per cent, and 86 per cent. It must be pointed out that academic students tended to take academic mathematics and vocational students, general mathematics. The percentages passing general mathematics were considerably higher than those passing academic mathematics.

It was interesting to note that this year's academic ninth graders, in Group 1, and last year's ninth graders, in Group 3, achieved exactly the same passing record: 66.4 per cent.

Science

The achievement in science tended to parallel that in English.

The end-of-year record averaged about 75 per cent successful students: 77 per cent in Sample 1, 81 per cent in Sample 2, and 73 per cent in Sample 3.

In June, the academic group in Sample 1 had slightly more passing than the corresponding groups in the other two samples: 67 per cent as compared to 62 per cent and 64 per cent. This year's ninth graders did slightly better than last year's in June: 67 per cent as compared to 64 per cent.

Social Studies

As compared to the other major subjects, there were considerably fewer students taking social studies, particularly in Samples 2 and 3. It was found that tenth graders in vocational schools and in commercial tracks in academic schools generally do not take social studies. This cut Sample 2 down to about 150, and Sample 3 to 400, particularly the number of vocational students in each sample.

In Sample 1, 65 per cent of the academic students and 80 per cent of the vocational students passes social studies in June 1967. Since there were so few vocational students in the other two samples, only the achievement of the academic student was noted. The percentages passing social studies were 53 per cent in Sample 2 and 66 per cent in Sample 3.

Other Major Subjects

The fifth major included foreign language, shop, and business training for ninth graders. Tenth graders, in addition, chose among

the following: elective arts, technical electronics, stenography, bookkeeping, record keeping, clerical practices, distributive education, and business training.

The greatest number of students were taking foreign language as a fifth major, but mostly in the academic high schools. Here 70 per cent in Sample 1, 70 per cent in Sample 2, and 65 per cent in Sample 3, passed language.

Number of Major Subjects Passed

A criterion used to estimate the academic performance of the ninth and tenth graders in the three samples was the number of major subjects passed. No distinction was made between academic, commercial, general, or remedial courses, or the number of subjects a student carried in his school program. For purposes of comparison, the following categories were established based on the number of major subjects passed.

- Excellent (E) - passed all major subjects
- Good (G) - passed all but one major subject
- Fair (F) - passed two or three major subjects
- Poor (P) - passed only one major subject
- Very poor (VP) - passed no major subjects

Final marks for the January and June 1967 school terms of the academic and vocational school students in each of the three samples were obtained from the school records. These are presented in Appendix A. An attempt was made to answer the following questions:

1. How did the achievement of ninth and tenth graders in the academic and vocational schools compare?
2. How did the academic performance of current ninth graders compare with last year's ninth grade group?
3. How did tenth graders from junior high school (Sample 2) compare with tenth graders in the sample who were in the high school last year (Sample 3)?

Results

Group 1 - Current Ninth Grade Sample

The end year achievement of both the academic and vocational school students was somewhat better than the mid-year record. The students with excellent records in the academic schools increased from 35 per cent to 41 per cent; in the vocational schools they increased from 64 per cent to 73 per cent. Students with very poor records were more frequent among academic than vocational school students; in June they constituted 17 per cent of the former and 11 per cent of the latter. About two-thirds of all ninth graders passed all or all but one major subject and about 13 per cent passed none at the end of the school year.

The record of last year's ninth graders was substantially like that of the current group of ninth graders. There were about 40 per cent with excellent records and 12 per cent with very poor achievement. This finding confirms the opinion expressed by administrators and teachers who said that the two groups were very much alike in their performance inside and outside the classroom.

Group 2 - Tenth Graders From Junior High Schools

The achievement pattern of this group was similar to that of their ninth grade counterparts. The June records were better than those in January and the vocational school group received higher marks than their academic school classmates. Excellent reports were made by 24 per cent of the academic students in January and by 30 per cent in June; the corresponding percentages for the vocational school students were 64 per cent and 75 per cent. Failing all major subjects, there was an increase from 10 per cent to 17 per cent among the academic students and 2 per cent to 3 per cent among the vocational school students. About 72 per cent of all students achieved either excellent or good records and about 9 per cent very poor by June.

Group 3 - Tenth Graders in High School Last Year

This group exhibited the same trends as the others but to a lesser extent. Excellent reports were found among 32 per cent and 34 per cent of the academic students in January and June respectively; vocational school students in this category were 63 per cent and 69 per cent, twice as many. Very poor showings in June were made by 13 per cent of the academic and 6 per cent of the vocational students. Broadly speaking, Group 3 in the academic school did slightly better than Group 2, but Group 2 in the vocational school might be regarded as slightly better than those in Group 3.

Reading Achievement

The citywide testing program in reading provided additional data for evaluating student achievement. The Metropolitan Reading Achievement Test, Advanced Form A, was administered to all ninth and tenth graders in October 1966, and another form of the same test was given six months later in April 1967. The mean grade equivalents in reading comprehension on each of these tests and the gains between tests were used as the basis for measuring and evaluating achievement in reading in the three samples of students.

Results

A summary of the reading test results for all the students in the three samples who took either one or both of these tests is found in Appendix A.

Paired Reading Score Analysis

In order to minimize the effects of transiency on the test performance of disadvantaged students, an analysis was made which involved only those students with reading scores for both tests. By including only such students in the samples, the effects of the program on reading achievement could be more accurately evaluated. The mean reading scores for the academic and vocational school students in each of the three groups for October and April and the gains made between these tests are summarized in Table 3.

TABLE 3

COMPARISON OF MEAN READING GRADE EQUIVALENTS
FOR THREE SAMPLES OF DISADVANTAGED
HIGH SCHOOL STUDENTS

Sample No.	School	Student No.	October 1966	April 1967	Difference Apr.-Oct.	"t" Values Samples 2 & 3	
						Oct.	April
1	Acad.	336	7.41	7.77	+.36	Acad.	1.04*
	Voc.	247	6.43	6.94	+.51	Voc.	0.07*
	Both	583	7.00	7.42	+.42	Both	0.58*
2	Acad.	151	8.67	8.93	+.26		
	Voc.	204	7.73	8.13	+.40		
	Both	355	8.13	8.46	+.33		
3	Acad.	417	8.65	8.78	+.13		
	Voc.	214	7.60	7.68	+.08		
	Both	631	8.30	8.40	+.10		

*Not significant.

The reading norm for the ninth grade October test was 9.2; for the tenth grade, 10.2. The April norms were 9.8 and 10.8 respectively for the two grades.

There were no significant differences between the original samples and the samples containing only students with pairs of reading scores (see Appendix A).

Hence the samples used in this analysis were representative of the populations from which they were taken.

Comparison of Samples 2 and 3 - Tenth Grade Students

Table 3 indicates that the October and April mean reading scores for the

1. academic high schools in Sample 2 (8.67 and 8.93) and Sample 3 (8.65 and 8.78) were 1.5 years below the October norm of 10.2 for both samples and 1.9 and 2.0 years respectively below the April norm of 10.8.

2. vocational high schools in Sample 2 (7.73 and 8.13) and Sample 3 (7.60 and 7.68) were respectively 2.5 and 2.6 years below the October norm of 10.2 and respectively 2.7 and 3.1 years below the April norm of 10.8.

There were no significant differences between the academic high schools in the two samples, the vocational high schools in the two samples, and Sample 2 and 3 in regard to reading scores in October and April.

Comparison Reading Scores of Ninth Grade Disadvantaged Academic High School Students for 1965-66 and 1966-67

In Sample 1, the ninth grade academic students went from 7.41 on the initial test to 7.77 in April for a gain of .36. Their vocational school classmates gained .51, going from 6.43 to 6.94.

In order to see if there were any difference in reading achievement between this and last year's ninth grade disadvantaged students, a comparison was made of their performance on the Metropolitan Reading Achievement Test. These data are shown in Table 4.

Table 4

Reading Scores for Ninth Grade Disadvantaged Academic
High School Students, 1965-66 and 1966-67

<u>Year of Ninth Grade Sample</u>	<u>Number of Students</u>	<u>October</u>	<u>April</u>	<u>Difference April-October</u>
1965-66	498*	7.55	8.02	.47
1966-67	336	7.41	7.77	.36
"t"		-.79	.65	

* It should be remembered this number differs from the number used in the sample in last year's study in that non-disadvantaged students, transferrees, and discharges have been screened out.

Comparison of Reading Achievement Among High School and Junior High School Ninth Graders

A question which this study attempted to answer was the effect of grade reorganization on the reading ability of the ninth graders

who came into the high schools from junior high school. How did the reading achievement of ninth graders in these high schools compare with that of their classmates in ethnically comparable junior high schools?

To answer this question, three academic high schools (W, T, and C) and one vocational high school were matched on a one-to-one basis with four ethnically comparable junior high schools. By equating the two groups on the ethnic factor, it was felt that the effect of the program on reading could be determined more accurately.

The four high schools had populations which were overwhelmingly Negro and/or Puerto Rican, 26 per cent of the former, and 72 per cent of the latter. The matching junior high schools were 29 per cent Negro and 67 per cent Puerto Rican. There was no significant difference in the ethnic composition of the two groups, when the Negro and Puerto Rican students were combined for purposes of analysis (see Appendix A).

A detailed analysis comparing the matched pairs of junior and senior high schools can be found in Appendix A.

A comparison of the mean reading grade equivalents for the ethnically comparable ninth grade junior and senior high school students is presented in Table 5.

Table 5

Comparison of Mean Reading Grade Equivalents of Ethnically Equated Ninth Grade Junior and Senior High School Students

	<u>No.</u>	<u>October</u> <u>Mean</u>	<u>S.D.</u>	<u>No.</u>	<u>April</u> <u>Mean</u>	<u>S.D.</u>	<u>Difference</u>
JHS	1250	6.98	2.31	1256	7.43	2.18	+.45
SHS	334	6.64	2.33	348	7.04	2.36	+.40
"t"		2.34				2.71*	

* significant at .05 level

Table 5 indicates that the mean reading comprehension scores on the October testing were higher in the four junior highs than in the four ethnically equated senior high schools, 6.98 and 6.64 respectively. This difference was statistically significant at the .05 level. On the April testing, the junior high schools gained .45 and the senior high schools, .40. Thus, in the six month period between the two tests, the average junior high school gain was 4.5 months and that of the high school, 4.0 months. The junior high school group was 4 months below the April grade norm of 9.8 and the high school was 8 months below this norm.

The performance of the individual schools varied considerably.¹ The junior high schools showed test differences that ranged from a loss of 1.5 months to a gain of 7.3 months. The high schools followed the same pattern; two showed practically no gain and the

1. See Appendix A.

other two gains of 4.1 and 6.4 months. In general, the schools with the lowest October scores registered the greatest gains in April.

It appears that gains in reading comprehension were no greater among ninth graders in high schools participating in the transfer plan than among ethnically comparable ninth graders in junior high school.

Reading Achievement Summary

Tenth Grade

A comparison of reading achievement for tenth graders from junior high school and tenth graders who were in the high school last year, revealed no significant differences between the October and the April grade equivalents among the vocational or academic students.

Academic

The October scores were 8.67 and 8.65 for the two groups respectively; the April scores were 8.93 and 8.78. These are considerably below the reading norms of 9.2 and 9.8.

Vocational

The vocational school students in Sample 2 (from junior high school) scored 7.73 in October and 8.13 in April, a gain of four months. Their classmates from high school were at 7.60 in October and at 7.68 in April. They improved 0.8 months. These results are

also considerably below the reading norms of 9.2 and 9.8.

Ninth Grade

Ninth graders of last year and of this year were also not significantly different on the October and on the April testings. Last year's group was at 7.55 in October and at 8.02 in April, gaining 417 months. This year's ninth graders started at 7.41 and rose to 7.77; they improved 3.6 months.

The reading scores of ethnically comparable ninth grade students in junior and senior high schools were 6.98 and 6.64 respectively. This difference of 0.34 may be statistically significant. The gains were 4.5 months for the junior high school and 4.0 months for the high schools.

For these students, being in high schools participating in the Grade Reorganization Plan as ninth graders did not seem to improve reading ability to any greater extent than was found among students who spent their ninth year in junior high schools.

P A R T I V

SUMMARY AND RECOMMENDATIONS

Ethnic Trends

The ethnic trend in the student population, that is, the increase in Negro and Puerto Rican and the decrease in white students was seen more sharply in the sample than in the citywide high school data. In the past five years, the percentages of minority students in the academic high schools increased 21 per cent (from 10 per cent to 31 per cent); the citywide increment was 16 per cent. For the vocational schools the citywide increase was 12 per cent; the sample schools' increase was 16 per cent (from 53 per cent to 69 per cent).

There are no segregated high schools today, although five years ago, five of the six sample academic high schools were predominantly white. During this time, school "W" has lost 30 per cent of its white students and "C" has lost 26 per cent. A significant change has been the stabilization of the ethnic percentages this year as compared to last year in all but one (school "C") of the academic high schools.

Desegregation and Integration Within the Schools

Traditionally, high school students are programmed in "tracks" on the basis of academic ability or achievements. In the academic high schools, practically all general and remedial subject matter classes contained half Negro and/or Puerto Rican students. Because

so many of these students are educationally disadvantaged, these classes tend to be segregated. For example, in the 16 classes for disadvantaged ninth and tenth graders observed by the evaluators, almost three out of four students were either Negro or Puerto Rican.

In the vocational schools, where the whites are in the minority, there are fewer problems with segregation.

To counterbalance segregation tendencies, the high schools have made deliberate and conscious efforts toward desegregation by organizing integrated homerooms, music, arts, health education, and shop classes. A broad variety of extracurricular activities are sponsored and encouraged to foster desegregation. Too few minority students engage in these activities.

Where free mixing was possible, such as before and after school social groups, the lunchroom, gym, study hall, or school social or athletic functions, ethnic clustering was commonly observed.

Except in the vocational schools, where the student leadership was ethnically representative, the ethnic distribution among student leaders, school aides, custodial staff, and parent association leaders lagged behind that of the school population and was predominately white.

School personnel---administrators, supervisors, guidance counselors, and classroom teachers---was overwhelmingly white. In 35 subject matter departments in the nine schools surveyed, 95 per cent of the teachers were white, 5 per cent Negro, and less than 1 per cent Puerto Rican.

School Organization and Administration

Last year's federal funds were earmarked for disadvantaged ninth graders entering high school. This year an equivalent amount of money had to be spread out to accommodate this year's ninth graders as well as last year's group. As a result, the same number of teaching and nonteaching positions and special teaching materials had to service a substantially greater number of educationally disadvantaged students. The 100 additional teaching positions for all high schools added in February 1967, did little to solve the shortage of personnel for remedial, guidance, administrative, psychological, and health services.

The problems presented by this year's group of disadvantaged ninth graders were generally about the same as those of last year's group. Additional personnel was needed, however, to serve the greater number of students requiring direction and supervision to control cutting, truancy, absence, and incidents in and around the school. Most of this personnel was obtained by reshuffling and reassigning existing personnel and placing them where the need was greatest--remediation, guidance, and administrative activities.

Overcrowding

The academic, more than the vocational high school, continued to be harassed by overcrowding--a severe shortage of classrooms, not seats. The increased numbers of remedial classes with low registers, and the general reduction in the size of all classes, have contributed

to this state of affairs. The larger number of disadvantaged students require more space for additional administrative, guidance, and service functions in addition to storage space, student lockers, lunchrooms, and classrooms. Administrative solutions to overcrowding have included lengthening the school day and creating overlapping double and even triple sessions. These adjustments in turn have created other problems such as segregation in the late session, need for extra personnel to deal with the intensification of such problems as discipline, cutting, truancy, absence, building patrols, before and after school social gatherings, and participation in extra-curricular activities.

School Services

Guidance counselors found themselves spending more time this year than last with students who had problems related to school work, home conditions, emotional disturbances, and discipline. Additional services which were either inadequate or not available but for which there was an expressed need, were those dealing with sex education, psychiatric problems, social services, and student stipends.

Curriculum Changes

The major curriculum changes were the increased number of remedial and arithmetic classes in the ninth grade and this year in the tenth grade. There were twice as many general and remedial classes this year to accommodate the increased numbers of educationally disadvantaged students. The ninth grade course of study

remained the same as last year and the tenth grade program for the disadvantaged was essentially an extension of the ninth grade program with one or two added courses.

Disadvantaged students were in segregated classes of about twenty students with a moderately experienced teacher, supplied with some special books and materials. Most of these teachers were "drafted"; nevertheless, some tried to reach the students by personal attitude, by modifying teaching procedures and course content. They were given some assistance by their chairmen and colleagues. They were generally dissatisfied with current courses of study since the needs, interests, and abilities were not met. The curricula were often largely "watered down" versions of the course of study offered to academic students.

There was an expressed need for more teachers who were trained in remediation and also in curriculum construction.

In general, teachers found the classroom performance of these students no different from those of last year.

Classroom Observations

Another dimension to the operation of the Transfer Plan in action was added by the team of evaluators who visited one ninth and one tenth grade class in English and mathematics in each of four selected high schools. The observers came away with the impression that the lessons were generally traditional recitations--teacher-centered and teacher-dominated with considerably more teacher-student than student-student interaction. Poor attendance,

inadequate teacher methodology, unrealistic syllabi, and lack of facilities and new materials designed to help disadvantaged students succeed academically were some of the factors which contributed to the kind of teaching observed.

Although there was physical desegregation there was no basis for determining the degree of interracial student acceptance.

Student Reactions

The typical student reacting to the questionnaire was either Negro or Puerto Rican. Many of his classes were segregated. He was in a general course, planning to be graduated from high school and to get a job as a clerical, skilled, or technical worker. He was satisfied with the school he attended. Although the two subjects liked most were science and mathematics, and the two subjects liked least were English and science, he found mathematics the easiest and science the hardest. He wanted to add typing to his program. He did not participate in extracurricular activities and he felt it was important to attend an integrated school because it promoted better human relations.

He disliked being on late session and some of the school regulations.

Since he came to the school his self-image had somewhat improved. More so than previously he realized the need for school, had greater desire to get ahead, and was better able to get along with others.

Reactions to the Transfer Plan

School personnel reactions were not too favorable to the Plan.

Only four out of 35 chairmen and one out of five teachers favored the Plan. Alternate plans were offered, such as achieving quality education, stopping the flight of the whites, and improving existing curricula for the disadvantaged.

Student Performance

Three samples were employed to evaluate the course of study, attendance, major subjects passed, and reading achievement of the ninth and tenth graders. The first sample consisted of current ninth graders; the second, of tenth graders who were in junior high school last year; and the third, of tenth graders who were in high school last year.

Transfers Out of School

There were relatively few transfers out of the schools during this school year. However, data available for the follow-up group of last year's ninth graders revealed a loss of 22 per cent from June 1966 to June 1967: 9 per cent were dropouts, 8 per cent transferred to other schools, and 5 per cent were discharged out of town. Similar data were not available for other ninth and tenth graders in the sample.

Course of Study

The majority of both ninth and tenth graders entering the academic high schools are in an academic course. Those who were in academic high schools as ninth graders tended to be found in general and commercial tracks. It was presumed that spending the ninth year in high school rather than junior high school has a greater screening effect.

Attendance

The attendance data indicated better attendance in the first than in the second half of the year, and also better attendance in the vocational than the academic schools. The highest absence rate, 40 or more days, was among the ninth graders in academic schools--25 per cent. The two samples of tenth graders in the academic schools had about the same percentages of 40 or more days absent--17 per cent and 18 per cent respectively. Among last year's ninth grade sample, there were 20 per cent for whom there was no attendance information. Many of these were dropouts, transferees, and the like.

Major Subjects Studied

The percentages of students passing English, mathematics, science, social studies, and other major subjects, were higher for vocational than for academic high school ninth and tenth grade students.

Regardless of grade level, academic students performed at about the same levels in each subject. This was also true of the vocational school students.

The greatest failure rate was in mathematics. About 50 per cent of academic students passed this subject, as compared to 70 per cent in English, 65 per cent in science, and an average of 60 per cent in social studies.

Total Number of Major Subjects Passed

Last year's and this year's ninth grade groups were substantially alike--60 per cent passed four or more major subjects. Among the academic tenth graders, those who were in high school last year did slightly better than those who came from junior high school.

The end-year failures in all major subjects among the academic students were 18 per cent, 10 per cent, and 12 per cent for the three samples respectively. The corresponding percentages for the vocational students were 11 per cent, 3 per cent, and 6 per cent.

Reading Achievement

Comparisons of reading achievement between this year's and last year's ninth graders, and between tenth graders who were in the high school and those in the junior high school last year, showed no significant differences in scores or gains.

In ethnically comparable junior and senior high schools, the mean ninth grade reading score was 6.98 for the former and 6.64 for the latter. The difference of .34 may be statistically significant. The junior high school students gained 4.5 months and the high school ninth graders gained 4.0 months in the six month period between testings. Students who were in the high schools for the ninth grade did no better in reading than those who were in the junior high schools for that year.

Recommendations

This evaluation marks the end of the second year of the High

School Grade Reorganization Plan. This is a critical period, since few educational experiments live beyond this point. For this study, the next year is crucial in evaluating the effects of the transfer plan. For many of the students who entered the schools in September 1965, September 1967 is the year of decision. They are old enough to quit school, to remain in an academic or vocational high school, or to transfer from one to another. Many of the questions posed about the transfer plan will be answered in this third year. It is for this reason that the first recommendation offered is a plea to continue this study if for no other reason than to follow up the original ninth grade students and assess their academic performance.

More specific recommendations follow, limited to those aspects of the Plan studied, and for which data have been obtained.

Ethnic Balance

The transfer plan has created a favorable ethnic balance in those high schools which previously were partially or fully white. However, in some instances, the rate at which disadvantaged minority students were transferred from segregated junior high schools was far greater than the receiving high schools could realistically handle. Since many of these students were educationally retarded, they were placed in general or remedial classes, thus creating segregation within the school setting, the very condition which it was hoped the transfer plan would reduce.

It is recommended therefore that:

- a. A moratorium on further decapitation of segregated

schools be declared until the high schools have had an opportunity to absorb and adjust to their present population of disadvantaged students.

b. In order to prevent the ethnic balance in the high schools from tipping in the direction of minority segregation, decapitating some local junior high schools with more representative ethnic composition may provide better ethnic balance to the ninth grade classes entering the high schools.

c. Policy-making with respect to desegregation should involve school districts and local schools to a greater degree than heretofore.

d. To promote greater integration within the school, deliberate thought and effort must be given to planning programs, classes, and activities. Homeroom and subject classes composed of students from different grade levels may be an effective administrative measure. Programming grades in schools on double and triple session in a random fashion may produce desegregation.

How to desegregate the general and remedial classes is a thorny problem. To abandon ability grouping and replace it with heterogeneous groupings does not appear to be the answer since it does not solve the problem of the educationally disadvantaged student. Perhaps a pilot program could be initiated in which some academically able and some academically retarded (with remedial support for the latter) work together in the same classes.

Funding

If this program is to continue for the purpose of improving the competence of educationally and socioeconomically disadvantaged high school students, and if the concept of compensatory education is still valid, then the funding of this project must be reevaluated. It is unrealistic to think that it is possible to provide the same educational services to a significantly larger number of students this year as last without doubling the funds.

Furthermore, more thought should be given to the disbursement of the funds. For example, a portion should be set aside for teacher training, particularly in such specialized areas as remedial reading and arithmetic. Few high school teachers are trained in remedial areas for adolescents. Curriculum construction is another area that begs for funding.

School Services

Although an effort was made to expand guidance and other services in these high schools, there is a desperate need for additional service personnel in such areas as sex, physical health, mental health, attendance, emotional problems, and relationships with home and parents. As the percentages of disadvantaged students increase in these schools, the numbers and kinds of problems multiply and grow in importance. The role of the school in this area is being redefined. It appears inevitable that the school reevaluate the number and kinds of problems in these areas and services which

are presently available. The data reveal a need for more health services and personnel, an expansion of psychological and psychiatric services and personnel, school social workers, attendance officers, and a host of other specialists. Not only must these services be expanded but their role and function within the school must be reexamined and redefined.

Functional Illiteracy

The number one educational disability of many disadvantaged high school students is reading. The attack on functional illiteracy has been the chief target of the remedial program in the high schools. A serious obstacle in reducing reading disability had been the lack of sufficient numbers of high school teachers trained as reading specialists. It is recommended that the Board of Education formulate a program for training high school teachers as remedial reading specialists and also as arithmetic specialists. In-service courses, workshops, summer institutes, and university courses organized and directed by experts in these areas should be set up immediately. Cooperation with community and other organizations concerned with such programs should be established. As a start, a citywide conference on Adolescent Functional Illiteracy may help direct attention to this problem and enable the schools to move efficiently to deal with it. It would also provide a forum for the exchange of experiences and the formulation of plans. A concerted effort should be made to identify and utilize classroom-teacher expertise for on-the-job and in-service teacher training.

Curriculum

A weak spot in the structure of the educational program for the disadvantaged is curriculum--not only what to teach, but how to teach so that more of these youngsters can be reached and helped to improve their academic image. Curriculum should become a target area.

Intensive research and experimentation, which involves both the Bureau of Curriculum Research at one end and the classroom teacher at the other, should be encouraged and made possible. New courses and new approaches must be developed.

Liaison

Although the schools have been generally cooperative and helpful throughout this study; there was some resistance, defensiveness, and apathy to the efforts of the evaluation team. This seemed to stem from a lack of communication between the Board of Education and the schools. The precise role of the evaluators and the significance of the research being carried on required continuous clarification.

It is recommended that an evaluation research liaison committee be established consisting of representatives of the high school office, the participating schools, the Bureau of Educational Research, and the Center for Urban Education. Furthermore, in each school a designated coordinator of research would expedite evaluation. Finally, the findings should be presented to the Board of Education and the participating schools by a member or members of the research team.

ACKNOWLEDGEMENTS

The current evaluation is a longitudinal study of the High School Grade Reorganization Plan as it developed during its second year, 1966-67.

It is the product of the cooperative efforts of the professional personnel of nine high schools, the directors and staffs of several bureaus and offices of the New York City Board of Education, and the personnel and evaluation staff of the Center for Urban Education. It is impossible to enumerate and acknowledge the contributions made by the hundreds of persons who helped to make this study possible. Special mention will therefore be limited to those who were especially involved in this evaluation and who made continuous contributions throughout this past year.

Perhaps the most important contributors were the principals and their staffs in the nine high schools selected for this evaluation. From November 1966 to June 1967, they provided a continuous stream of data. Principals, administrators, guidance counselors, department chairmen, teachers and students answered questionnaires, made themselves available for interviews, and arranged for classroom visits. School secretaries were most generous in their time and help providing school and student data and records. Without the intelligent and willing cooperation of the professional staff members the tremendous amount of information asked for and obtained would have not been possible.

Most generous in time and efforts were the various bureaus and

offices of the Board of Education. The office of Dr. Bernard E. Donovan, Superintendent of Schools, provided promptly all requested for official documents and press releases related to this study. Dr. Maurice D. Hopkins, Assistant Superintendent in charge of High School, made available the experiences and services of Mr. Arthur Chappell, Mr. Daniel P. Marshall and Mr. Saul Segal. They were members of a liaison committee which assisted in formulating the objectives and development of the study. Their assistance and advice was invaluable throughout this past year.

Special recognition is accorded Dr. J. Wayne Wrightstone, Assistant Superintendent and Dr. Samuel D. McClelland, Acting Director of the Bureau of Educational Research. They made available the facilities and records, and staff support without reservation. In addition, they served as members of the liaison committee and provided an unending source of assistance in meeting and solving the problems which are inevitable in the progress of an educational research project.

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TABLE 1

Citywide and Selected High School Changes in Ethnic Distribution
Over a Five Year Period from 1962 to 1966

		Academic High Schools			Vocational High Schools		
		Ethnic Percentages			Ethnic Percentages		
		<u>P.R.</u>	<u>N</u>	<u>O</u>	<u>P.R.</u>	<u>N</u>	<u>O</u>
1962	City	6.2	12.5	81.3	21.5	24.5	54.0
	Sample	1.6	7.9	90.5	28.7	24.3	47.0
1963	City	7.2	14.7	78.1	22.5	25.9	51.6
	Sample	2.1	9.7	88.2	28.7	24.3	39.9
1964	City	8.7	18.2	73.1	24.3	27.5	48.2
	Sample	3.3	15.6	81.9	34.3	29.4	36.3
1965	City	11.4	21.2	67.4	27.8	29.2	43.0
	Sample	5.8	23.1	71.1	37.2	30.2	32.4
1966	City	12.6	21.8	65.6	28.5	29.9	41.6
	Sample	6.1	25.2	68.7	38.8	30.1	31.1
Change 1962/65	City	6.4	9.3	-15.7	7.0	5.4	-12.4
	Sample	4.5	17.3	-21.8	10.1	5.8	-15.9

TABLE 2

Changes in Ethnic Distribution of Populations in Selected
Academic and Vocational High Schools from 1962 to 1966

Code	School	Ethnic Group	1962 Percent	1962/3 % Change	1963/4 % Change	1964/5 % Change	1965/6 % Change	1966/66 % Change	1966 ¹ Percent
A C A D E M I C	E	PR	4.1	0.8	0.9	1.1*	0.7	3.5	7.6
		N	19.3	4.4	11.4	4.0	-0.4	19.4	38.7
		O	76.6	-5.2	-12.3	-5.1	-0.3	-22.9	53.7
	W	PR	2.8	1.5	3.3	4.5*	2.2	11.5	14.3
		N	11.4	-0.4	12.9	6.3	0.4	19.2	30.6
		O	85.5	-1.1	-16.2	-10.8	-2.6	-30.7	55.1
	M	PR	0.2	0.1	0.8	0.5*	-1.6	-0.2	19.0
		N	0.9	0.7	6.2	6.3	4.9	18.1	
		O	98.9	-0.8	-7.0	-6.8	-3.3	-17.9	81.0
	T	PR	0.6	0.2	0.7	5.8	-1.0*	5.7	6.3
		N	1.7	0.4	0.6	9.3	2.5	12.8	14.5
		O	97.7	-0.6	-1.3	-15.1	-1.5	-18.5	79.2
	C	PR	0.5	0.0	0.5	1.8	-0.1*	2.2	2.7
		N	1.0	1.0	0.7	12.5	9.6	23.8	24.8
		O	98.5	-1.0	-1.2	-14.3	-9.5	-26.0	72.5
	J	PR	1.2	0.3	0.5	2.2*	-0.2	2.8	4.0
		N	11.5	4.0	2.2	3.8	-0.3	10.3	21.8
		O	87.2	-4.3	-2.7	-6.0	-0.1	-13.1	74.2
V O C A T I O N A L	G	PR	13.0	3.8	2.7	3.8	1.3*	11.6	24.6
		N	27.4	6.0	0.9	4.7	-0.9	10.7	38.1
		O	59.6	-9.8	-3.6	-8.5	-0.4	-22.3	37.3
	D	PR	40.3	4.7	3.4	2.0	2.5*	12.6	52.9
		N	19.2	2.6	1.0	-1.6	2.0	4.0	23.2
		O	40.5	-7.3	-4.4	-0.4	-4.5	-16.6	23.9
	H	PR	32.9	2.9	-0.4	5.3	-0.6*	7.2	40.1
		N	27.6	2.1	1.9	-1.8	-1.6	0.6	28.2
		O	39.5	-5.0	-1.5	-3.5	2.2	-7.8	31.7

* Denotes year grade reorganization plan was introduced in the school.

NOTE: The changes in any given year represents an increase or decrease over the previous year only.

¹These data were obtained from the school reports.

TABLE 3

Comparison of Ethnic Composition of Selected High Schools
and its Student Leaders, School Aides, Custodial Staff
and Parent Association Leadership

Code School	1966 Census		Student Leaders	School Aides	Custodial Staff	P. A. Leaders
	Ethnic Group	Percent				
E	N & PR	46.3	12.6	0.8	0.6	35.0
	Others	53.7	87.4	99.2	99.4	65.0
W	N & PR	44.9	50.0	30.0	10.0	10.0
	Others	55.1	50.0	70.0	90.0	90.0
M	N & PR	19.0	very few	0.0	a fair %	few
	Others	81.0		100.0		
T	N & PR	20.8	1 N	0.0	0.0	0.0
	Others	79.2		100.0	100.0	100.0
C	N & PR	27.5	17.0	0.0	12.0	0.0
	Others	72.5	83.0	100.0	88.0	100.0
J	N & PR	25.8	35.0	15.0	15.0	10.0
	Others	74.2	65.0	85.0	85.0	90.0
G	N & PR	62.7	61.0	33.0	31.0	28.0
	Others	37.3	39.0	67.0	69.0	72.0
D	N & PR	76.1	89.0	7.0	23.0	38.0
	Others	23.9	11.0	93.0	77.0	62.0
H	N & PR	68.3	74.0	0.0	44.0	
	Others	31.7	26.0	100.0	56.0	

TABLE 4

Utilization of Percentages of Academic and Vocational High Schools
Over a Five Year Period, from 1962 to 1966

		U t i l i z a t i o n P e r c e n t a g e s				
Code	School	1962	1963	1964	1965	1966
Academic:	E	95	93	102	112	114
	W	107	95	103	135	132
	M	131	130	135	172	177
	T	138	129	117	137	133
	C	85	83	81	102	122
	J	120	120	120	136	133
Sample Average:		113	108	110	132	135
Citywide Average:		116	115	112	118	124
Vocational:	G	143	88	83	125	116
	H	114	129	110	106	104
	D	116	117	118	124	120
Sample Average:		124	111	103	108	113
Citywide Average:		102	101	98	104	101

TABLE 5^a

Size & Ethnic Composition of Students by Sample

<u>Sample No.</u>	<u>Type of School</u>	<u>N</u>	<u>Percent</u>	<u>PR</u>	<u>N</u>	<u>O</u>	<u>N/1</u>
1	Academic	508	61.9	17.1	80.9	1.6	.4
	Vocational	313	38.1	62.0	34.2	3.5	.3
	Total	821	100.0	34.2	63.1	2.3	.4
2	Academic	209	44.0	27.3	65.1	7.2	.5
	Vocational	266	56.0	53.0	41.4	4.9	.8
	Total	475	100.0	41.7	51.8	5.9	.6
3	Academic	757	74.4	17.8	77.7	4.5	
	Vocational	261	25.6	50.2	46.4	3.1	.4
	Total	1018	100.0	26.1	69.7	4.1	.1
Total	Academic	1474	63.7	18.9	70.0	3.9	.2
	Vocational	840	36.3	55.2	40.2	3.8	.5
	Acad. & Voc.	2314	100.0	32.2	63.2	3.9	.3

TABLE 5^b

Distribution of Students by Sex According to Sample

<u>Sample No.</u>	<u>Type of School</u>	<u>No. Students</u>	<u>Boys</u>		<u>Girls</u>	
			<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
No. 1	Academic	508	227	44.7	281	55.3
	Vocational	313	126	40.3	187	59.7
	Total	821	353	43.0	468	57.0
No. 2	Academic	209	84	40.2	125	59.8
	Vocational	266	88	33.1	178	66.9
	Total	475	172	36.2	303	63.8
No. 3	Academic	757	346	45.7	409	54.3
	Vocational	216	125	47.9	136	52.1
	Total	1018	471	46.3	545	53.7

TABLE 6

CENTER FOR URBAN EDUCATION

COMPREHENSIVE HIGH SCHOOL PROJECT

TITLE I EVALUATIONS

STUDENT DATA CARD

NAME OF STUDENT _____

(Print Last Name First)

CLASS _____

RECORDER _____

JHS _____

DATE _____

S T A	STUDENT NO.	H. S.	S E X	E T H	METROPOLITAN READING										A B S E N C E					TRK							
					Oct. 65	May 66	Oct. 66	May 67	1/66	6/66	1/67	6/67	6/66														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28

T R K	ENGLISH			MATHEMATICS			SOC STUD			SCIENCE			L N G	E A	S H O P			S T	B K	R K	C P	D E	B T	TOTAL		TOTAL		
	Aco	Gen	Rem	Aco	Gen	Rem	Reg	Gen	Reg	Gen	B	G			T	P	F							P	F			
29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	77	78			
																										1/66		
																										6/66		
53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	79	80			

TABLE 7^a

STATUS OF STUDENTS BY PER CENT ACCORDING TO SAMPLE

Sample No.	Type of School	STATUS						
		Remained in Sample (not heldover)	Transferred		Discharged		Drop.	Hold.
			Acad.H.S.	Voc.H.S.	Out of City	Not Known		
1	Acad.	93.2	1.4	.2	.2	2.6	2.4	
	Voc.	97.2	.3		.6	.6	1.3	
	Total	94.7	1.0	.1	.4	1.8	2.0	
2	Acad.	98.5	.5			1.0		
	Voc.	97.0					3.0	
	Total	97.7	.2			.4	1.7	
3	Acad.	72.7	8.2	1.3	4.7	1.9	9.1*	2.1
	Voc.	95.0			.4	1.5		3.1
	Total	78.0	6.1	1.0	3.6	1.8	7.1	2.4
Total	Acad.	83.9	4.7	.7	2.5	2.0	5.4	1.1
	Voc.	96.1	.1		.4	.7	1.8	1.0
	A. & V.	88.1	3.1	.5	1.7	1.5	4.1	1.0

*Includes 7 ninth grade holdovers who became dropouts.

TABLE 7^b

COURSE OF STUDY TAKEN BY DISADVANTAGED STUDENTS BY SAMPLE

Sample No.	Type of School	First Term Percentage			Second Term Percentage		
		Acad.	Gen.	Comm.	Acad.	Gen.	Comm.
1	Academic	66.8	33.2		64.8	35.2	
	Vocational	2.6*	97.4		1.6*	98.4	
	Total	42.0	58.0				
2	Academic	60.3	32.1	7.7	53.7	36.1	10.1
	Vocational	5.0*	54.2	40.8	5.1*	53.5	41.4
	Total	29.7	44.4	26.0	26.7	45.8	27.6
3	Academic	40.3	52.7	7.0	40.8	50.2	9.0
	Vocational	6.1*	62.8	31.0	3.2*	65.2	31.6
	Total	30.0	55.8	14.3	29.2	54.8	16.0

*Comprises those students in School "G" who are enrolled in a technical electronics course.

TABLE 8
PERCENTAGE OF STUDENT ABSENCE BY SAMPLE

	Percentage Absence								
	Sample 1			Sample 2			Sample 3		
No.	Acad.	Voc.	Tot.	Acad.	Voc.	Tot.	Acad.	Voc.	Tot.
	<u>508</u>	<u>313</u>	<u>821</u>	<u>209</u>	<u>266</u>	<u>475</u>	<u>757</u>	<u>216</u>	<u>1018</u>
Fall 1967									
0-4	38.8	48.2	42.4	48.3	48.9	48.6	30.4	42.9	33.6
5-9	19.9	26.2	22.3	22.0	26.7	24.6	16.3	28.0	19.3
10-19	19.3	14.7	17.5	17.7	17.7	17.7	17.0	17.6	17.2
20+	20.1	10.5	16.4	7.7	5.3	6.3	15.2	10.3	14.0
No Info.	2.0	.3	1.3	4.3	1.5	2.7	21.1	1.5	16.0
Spring 1967									
0-4	23.4	32.0	26.7	25.8	41.0	34.3	17.3	37.9	22.6
5-9	17.3	29.7	22.1	21.5	20.3	20.8	16.1	17.2	16.4
10-19	22.6	22.4	22.5	26.3	21.8	23.8	20.0	24.5	21.1
20+	28.4	12.1	22.2	23.4	11.3	16.6	21.0	13.4	19.1
No Info.	8.3	3.8	6.6	2.9	5.6	4.4	25.6	6.9	20.8
Total Year									
0-9	30.1	36.4	32.5	34.5	47.7	41.9	23.0	38.7	27.0
10-19	21.3	32.0	25.3	27.3	26.0	26.5	17.7	27.6	20.2
20-39	22.2	21.1	21.8	21.5	20.7	21.1	21.5	21.8	21.6
40+	25.4	10.5	19.7	16.8	5.6	10.5	17.8	11.9	16.3
No Info.	1.0		.6				20.0		14.8

TABLE 9a

Academic Achievement of Disadvantaged Students in ENGLISH

Sample	No. 1- Ninth			No. 2- Tenth			No. 3- Tenth		
	Acad.	Voc.	Both	Acad.	Voc.	Both	Acad.	Voc.	Both
Total									
1/67- Total	602	313	915**	211	264	475	657	256	913
% Pass	67.1	83.3	73.1	71.9	90.5	82.4	73.3	84.3	77.7
6/67- Total	553	294	847**	201	257	458	599	248	847
% Pass	70.0	86.3	75.1	71.1	90.8	81.2	70.7	91.0	78.5
.....									
Type of Course									
Academic									
1/67- Total	359	278	637	185	242	427	394	255	649
% Pass	69.4	85.6	76.4	71.9	90.5	82.4	73.3	84.3	77.7
6/67- Total	327	255	582	177	206	383	376	234	610
% Pass	70.0	84.3	76.3	71.1	90.8	81.2	70.7	91.0	78.5
.....									
General									
1/67- Total	139	34	173	23	19	42	201	1	202
% Pass	62.6	76.4	65.3	65.2	84.2	73.8	66.7	100.0	66.8
6/67- Total	135	39	174	23	35	58	164	13	177
% Pass	67.4	87.2	71.8	65.2	88.6	79.3	68.3	76.9	68.4
.....									
Remedial									
1/67- Total	91	1	92	3	3	6	54	0	54
% Pass	60.4	100.0	60.8	100.0	100.0	100.0	72.2	0	72.2
6/67- Total	80	11	91	1	16	17	49	1	50
% Pass	68.8	90.9	71.4	100.0	100.0	100.0	75.5	100.0	76.0
.....									
Honors*									
1/67- Total	13	0	13	0	0	0	8	0	8
% Pass	3.6		2.0				2.0		1.2
6/67- Total	11	0	11	0	0	0	10	0	10
% Pass	3.4		1.9				2.7		1.6
.....									

** Number is greater than the total number in the sample because some students took two English courses in one semester.

* Refers to the percentage of students taking Honors English; no student failed Honors English.

TABLE 9^bAcademic Achievement of Disadvantaged Students in MATHEMATICS

Sample	No. 1- Ninth			No. 2- Tenth			No. 3- Tenth		
	Acad.	Voc.	Both	Acad.	Voc.	Both	Acad.	Voc.	Both
Total									
1/67- Total	446	311	757	144	265	409	356	256	612
% Pass	53.6	84.2	66.0	46.5	78.1	67.1	50.6	77.8	62.1
6/67- Total	443	305	738	131	253	384	313	252	565
% Pass	55.2	83.3	66.4	50.4	88.5	76.0	54.0	86.1	66.4
.....									
Type of Course									
Academic									
1/67- Total	257	37	294	107	24	131	244	33	277
% Pass	47.1	75.7	50.7	49.5	87.5	56.5	52.1	60.6	53.1
6/67- Total	196	26	222	89	20	109	209	25	234
% Pass	55.7	73.1	57.1	51.7	85.0	53.7	54.1	88.0	57.8
.....									
General									
1/67- Total	183	260	443	37	236	273	87	221	308
% Pass	63.9	85.0	76.3	37.8	79.7	74.0	54.0	81.1	73.4
6/67- Total	228	260	488	42	233	275	87	222	309
% Pass	57.0	84.2	70.1	50.0	87.0	81.4	66.7	50.0	65.0
.....									
Remedial									
1/67- Total	1	14	15	0	5	5	18	2	20
% Pass	100.0	92.9	93.3	0	0	0	66.7	50.0	65.0
6/67- Total	0	19	19	0	0	0	14	5	19
% Pass	0	84.2	84.2	0	0	0	28.6	100.0	47.4
.....									
Honors*									
1/67- Total	5	0	5	0	0	0	7	0	7
% Pass	2.0	0					2.9		2.5
6/67- Total	9	0	9	0	0	0	3	0	3
% Pass	4.6		4.1				1.4		1.3
.....									

* Refers to percentage taking Honors Course. No student failed.

All

TABLE 9^c

ACADEMIC RECORD OF DISADVANTAGED STUDENTS IN SCIENCE

Total	No. 1- Ninth			No. 2- Tenth			No. 3- Tenth		
	Acad.	Voc.	Total	Acad.	Voc.	Total	Acad.	Voc.	Total
1/67- Total	501	310	811	173	263	426	495	236	751
% Pass	63.9	87.4	71.9	50.3	88.6	73.4	60.8	84.0	68.7
6/67- Total	471	303	774	155	255	410	447	249	686
% Pass	67.3	87.4	76.5	62.6	92.5	81.2	64.2	86.7	73.3
<u>Type of Course</u>									
<u>Regular</u>									
1/67- Total	389	222	611	156	75	231	333	77	410
% Pass	61.7	86.0	70.5	47.4	85.3	57.6	54.7	75.3	58.5
6/67- Total	353	215	568	135	61	196	310	62	373
% Pass	64.0	89.3	73.6	63.7	95.1	70.9	61.3	87.1	65.6
<u>General</u>									
1/67- Total	102	88	190	17	188	205	148	179	327
% Pass	66.8	81.8	74.7	76.5	89.9	88.7	71.0	87.7	80.1
6/67- Total	106	88	194	20	194	214	126	187	313
% Pass	74.5	83.0	77.8	55.0	91.8	88.3	68.2	86.6	79.3
<u>Honors</u>									
1/67- Total	10	0	10				14	0	14
% Taking*	2.6		1.6				4.2		3.4
6/67- Total	12	0	12				11	0	11
% Taking	3.4		2.1				3.6		3.0

*Refers to percentage of students taking Honors Science. No students failed.

TABLE 9^dACADEMIC ACHIEVEMENT OF DISADVANTAGED STUDENTS IN SOCIAL STUDIES

Sample	No. 1- Ninth			No. 2- Tenth			No. 3- Tenth		
	Acad.	Voc.	Both	Acad.	Voc.	Both	Acad.	Voc.	Both
<u>Total</u>									
1/67- Total	486	312	798	104	21	125	389	14	403
% Pass	63.4	76.3	68.4	63.4	95.2	68.8	63.8	50.0	63.3
6/67- Total	457	302	759	133	21	154	388	11	399
% Pass	65.4	80.0	71.5	52.6	76.2	55.8	66.0	36.4	65.2
<u>Type of Course</u>									
<u>Academic</u>									
1/67- Total	383	312	695	94	3	97	300	12	312
% Pass	62.9	76.3	68.9	60.6	100.0	61.8	64.0	41.7	63.1
6/67- Total	351	302	653	113	1	114	302	10	312
% Pass	65.8	80.8	72.7	55.8	0	55.3	65.6	30.0	64.4
<u>General</u>									
1/67- Total	103	0	103	10	18	28	89	2	91
% Pass	65.0	0	65.0	90.0	94.4	92.9	62.9	100.0	63.7
6/67- Total	106	0	106	20	20	40	86	1	87
% Pass	64.2	0	64.2	35.0	80.0	57.5	67.4	100.0	67.8

TABLE 10

Academic Records of Disadvantaged Students in OTHER MAJOR SUBJECTS

Sample	No. 1- Ninth			No. 2- Tenth			No. 3- Tenth		
	Acad.	Voc.	Both	Acad.	Voc.	Both	Acad.	Voc.	Both
Language									
1/67- Total	277	45	272	116	12	128	267	5	273
% Pass	62.1	84.4	65.8	69.8	91.7	71.9	64.8	80.0	64.8
.....									
6/67- Total	209	37	246	103	10	113	237	5	242
% Pass	70.3	86.5	72.4	70.9	90.0	72.6	65.4	100.0	66.1
.....									
Girl's Shop									
1/67- Total	22	1	23	17	89	106	53	49	102
% Pass	68.2	100.0	69.6	76.5	92.1	89.6	62.3	91.8	76.5
.....									
6/67- Total	16	0	16	14	110	124	35	72	107
% Pass	75.0	0	75.0	98.6	90.0	88.7	62.9	90.3	81.3
.....									
Boys' Shop									
1/67- Total	22	1	23	17	57	74	42	114	156
% Pass	63.6	0	60.9	64.7	96.1	81.1	45.2	77.2	68.6
.....									
6/67- Total	22	0	22	18	57	75	27	107	134
% Pass	63.6	0	63.6	61.1	80.7	76.0	44.4	78.5	71.6
.....									
Elective Arts									
1/67- Total				2	5	7	26	4	30
% Pass				50.0	100.0	85.7	73.1	100.0	76.7
.....									
6/67- Total				20	0	20	36	1	37
% Pass				60.0		60.0	72.2	100.0	73.0
.....									
Tech. Electronics									
1/67- Total				0	14	14	0	9	9
% Pass					92.9	92.9		77.8	77.8
.....									
6/67- Total				0	14	14	0	9	9
% Pass					100.0	100.0		77.8	77.8
.....									
Steno.									
1/67- Total				17	96	113	49	75	124
% Pass				70.6	80.2	87.6	57.1	81.3	71.8
.....									
6/67- Total				22	74	96	60	54	114
% Pass				50.0	91.9	82.3	50.0	98.1	72.8
.....									
Bookkeep.									
1/67- Total				2	80	82	20	57	77
% Pass				50.0	96.3	95.1	90.0	96.5	94.8
.....									
6/67- Total				6	73	79	22	56	78
% Pass				50.0	95.9	92.4	50.0	91.1	79.5
.....									
Record Keep.									
1/67- Total				10	19	29	104	15	119
% Pass				90.0	73.7	79.3	65.4	73.3	66.4
.....									
6/67- Total				17	24	41	94	23	117
% Pass				70.6	83.3	78.0	59.6	87.0	65.0

TABLE 10 (cont.)
Academic Records of Disadvantaged Students in OTHER MAJOR SUBJECTS

Sample	No. 1- Ninth			No. 2- Tenth			No. 3- Tenth		
	Acad.	Voc.	Both	Acad.	Voc.	Both	Acad.	Voc.	Both
Clerical Practices									
1/67- Total				18	20	38	72	12	84
% Pass				88.9	70.0	78.9	75.0	91.7	77.4
6/67- Total				18	34	52	64	26	90
% Pass				94.4	88.2	90.4	73.4	84.6	76.7
Distributive Education									
1/67- Total				10	4	14	45	2	47
% Pass				50.0	75.0	57.1	68.9	100.0	70.2
6/67- Total				10	12	22	52	8	60
% Pass				60.0	100.0	81.8	51.9	62.5	53.3
Second Shop									
1/67- Total				0	40	40	0	12	12
% Pass					95.0	95.0		100.0	100.0
6/67- Total				0	71	71	2	73	75
% Pass					88.7	88.7	50.0	80.8	80.0
Business Training									
1/67- Total	36	0	36	31	3	34	17	8	25
% Pass	50.0		50.0	67.7	100.0	70.6	64.7	62.5	64.0
6/67- Total	27	0	27	2	0	2	2	6	8
% Pass	44.4		44.4	50.0		50.0	50.0	66.7	62.5

TABLE 11

NUMBER OF MAJOR SUBJECTS PASSED BY THREE GROUPS OF
DISADVANTAGED NINTH AND TENTH GRADERS IN
ACADEMIC AND VOCATIONAL HIGH SCHOOLS

High School	Sample 1- Current Ninth Graders						Sample 3- Last Year's Ninth Grade	
	Academic		Vocational		Both		Academic	
Term Ending	1/67	6/67	1/67	6/67	1/67	6/67	1/67	6/67
No. Students	500	469	312	302	812	771	754	749
	%	%	%	%	%	%		
Excellent	34.8	41.1	63.8	72.5	45.9	53.3	40.7	39.5
Good	21.2	18.8	15.4	10.2	19.0	15.4	21.7	22.7
Fair	18.0	17.6	11.6	6.4	15.6	13.2	21.6	19.0
Poor	8.2	5.9	3.8	0	6.5	5.7	6.0	6.4
Very Poor	17.8	16.6	5.4	10.9	13.0	12.4	10.0	12.4

High School	Sample 2- Tenth Graders from J.H.S.						Sample 3- Tenth Graders from S.H.S.					
	Academic		Vocational		Both		Academic		Vocational		Both	
Term Ending	1/67	6/67	1/67	6/67	1/67	6/67	1/67	6/67	1/67	6/67	1/67	6/67
No. Students	209	204	266	256	475	460	603	559	261	251	864	810
Excellent	24.4	30.0	63.9	75.3	46.5	54.4	32.4	33.5	63.2	68.5	41.7	44.2
Good	26.3	24.0	19.6	12.5	22.5	17.5	23.9	25.1	13.4	14.4	20.6	21.7
Fair	23.4	21.0	11.1	7.2	16.7	14.4	20.0	18.7	13.6	9.5	18.2	16.2
Poor	16.3	7.8	3.4	1.2	9.1	4.2	12.2	9.7	3.8	1.2	9.7	7.0
Very Poor	9.6	17.2	2.0	3.1	5.2	9.3	11.5	13.0	6.0	6.4	9.8	10.9

TABLE 12

Mean Reading Comprehension Grade Equivalents of All Students
in the Three Samples Who Took the Citywide Test

Sample		October		April		Diff.
		No.	Mean	No.	Mean	
1	Academic	392	7.34	398	7.56	+.24
	Vocational	272	6.38	276	6.84	+.46
	Both	644	6.95	674	7.27	+.30
2	Academic	173	8.58	176	8.82	+.24
	Vocational	219	7.78	220	8.03	+.25
	Both	392	8.13	406	8.37	+.25
3	Academic	517	8.50	469	8.67	+.17
	Vocational	239	7.55	230	7.63	+.08
	Both	756	8.20	699	8.32	+.12

TABLE 13

Significance of Differences Between Original Samples and
Samples Containing Students With Pairs of Reading Scores Only

		t	p
Sample 1	Academic Students	0.37	n.s.
	Vocational Students	0.28	n.s.
Sample 2	Academic Students	0.34	n.s.
	Vocational Students	0.25	n.s.
Sample 3	Academic Students	0.94	n.s.
	Vocational Students	1.90	n.s.

TABLE 14

Comparison of Ethnic Composition of High School & Junior
High School Ninth Graders in 4 Ethnically Matched Schools

<u>High Schools</u>					<u>Junior High Schools</u>				
<u>School</u>	<u>No.</u>	<u>PR</u>	<u>Ethnic % N</u>	<u>O</u>	<u>School</u>	<u>No.</u>	<u>PR</u>	<u>Ethnic % N</u>	<u>O</u>
W	88	42.3	54.5	2.3	H	471	44.1	51.3	4.4
T	87	25.3	73.6	1.1	I	395	27.3	66.5	6.0
C	184	9.2	90.8	0.0	J	421	5.2	94.5	0.2
G	96	43.8	52.1	4.1	K	290	39.6	52.0	8.2
<hr/>					<hr/>				
TOTAL	455	26.2	72.3	1.5		1577	28.7	66.8	4.4
<hr/>					<hr/>				

Chi Square

2.99 *

* not significant for differences between Negro and Puerto Rican
combined and others

TABLE 15

COMPARISON OF MEAN READING COMPREHENSION GRADE EQUIVALENTS
OF NINTH GRADERS IN FOUR ETHNICALLY EQUATED
HIGH SCHOOLS AND JUNIOR HIGH SCHOOLS

JUNIOR HIGH SCHOOLS							
October 1966				April 1967			Dif. April-Oct.
School	No.	Mean	S.D.	No.	Mean	S.D.	
H	409	6.96	2.34	411	7.47	2.24	+.51
I	329	6.74	2.31	290	7.40	2.11	+.66
J	274	7.63	2.12	342	7.49	2.04	-.15
K	238	6.58	2.33	213	7.31	2.40	+.73
Total	1250	6.98	2.31	1256	7.43	2.18	+.45

SENIOR HIGH SCHOOLS							
October 1966				April 1967			Dif. April-Oct.
School	No.	Mean	S.D.	No.	Mean	S.D.	
W	64	7.40	2.47	62	7.38	2.55	-.02
C	128	6.20	2.09	132	6.81	2.31	+.41
T	62	7.55	2.40	75	7.54	2.35	-.01
G	80	6.05	2.16	79	6.69	2.19	+.64
Total	334	6.64	2.33	348	7.04	2.36	+.40

Appendix B - INSTRUMENTS

GRADE REORGANIZATION PREPARATORY FOR THE ESTABLISHMENT OF THE FOUR YEAR COMPREHENSIVE HIGH SCHOOL

List of Instruments

Transfer Plan for Grade Reorganization	B1
High School Administrator Questionnaire	B2
Second Phase of Evaluation Study	B9
Questionnaire for School Administrators	B10
Questionnaire for Department Chairmen	B13
Questionnaire for Classroom Teacher	B16
Observation Schedule	B19
Student Questionnaire	B20

Title I Evaluations

Transfer Plan for Grade Reorganization

Project: Grade Reorganization Preparatory for the Establishment of the
Four Year Comprehensive High School

To: Principals of High Schools Participating in Last Year's Evaluation
of Transfer Plan

From: Evaluation Director - Dr. Edward Frankel

November 21, 1966

Dear Colleague:

During the current school year, the transfer plan to achieve quality integrated education and improved ethnic balance, will continue to be assessed by a team of evaluators from the Center for Urban Education. Current tenth graders who were in the program last year and ninth graders entering the school this year will be included in the study.

Again, we will be studying integration, administrative adjustments, curricular modifications, school services, student performance, drop-outs, and the reactions of school personnel, students, parents, and community leaders to the plan.

The first step in this evaluation effort is to obtain a description of the present status of the school with respect to several of the above areas. We are also interested in finding out what changes have taken place in the school on the basis of last year's experiences.

We plan to collect these data by means of the enclosed questionnaire and also an interview with you and other school personnel. The scope of the interview is more or less structured by the questionnaire but not limited by it. In some instances we ask for data which we know is difficult to compile. Inquiries have made it clear that there is no other source for such data at this time. Since several basic decisions in the design of this study are contingent upon such data and waiting until it is available would make it virtually impossible to conduct our assessment of the plan, we turn to you with the hope that you can provide it. Clerical assistance will be supplied by the Center upon request.

Please hold on to the response form which is appended. In a few days after you receive this letter, a member of the evaluation team will contact you to arrange for the interview at a mutually convenient time. The response form will be collected at the time of the interview.

We look forward to this cooperative effort in evaluating the transfer plan and hope to continue the same cordial relations and friendly spirit that were evident last June when we initiated this study.

Finally we would appreciate a school profile not more than one page in length and any notices dealing with school organization, administration, curricula, and the like.

Title I Evaluations

November 21, 1966

High School Administrator Questionnaire

Please answer as many questions as you can on the appended Response Form. We shall explore many of these areas in greater depth in the personal interview with you. The target groups are the ninth and tenth graders.

I. School Organization and administration

- A. To what extent is there adequate personnel to carry out the various objectives of the program for the ninth and tenth graders?
- B. How adequate are school facilities in terms of the objectives of the program?
- C. What changes in personnel and facilities have been made available to you this year for the ninth and tenth graders as compared to last year?
- D. What administrative adjustments have been instituted over the past three years to accommodate ninth and tenth graders?

II. Curriculum Modifications

- A. What courses are offered to (a) ninth graders, (b) to tenth graders?
- B. What curriculum modifications (syllabus, techniques) have been instituted for ninth graders this year, last year; for tenth graders this year and last year?

III. Overcrowding

- A. Is there overcrowding in the school? Is there is, what problems in school administration and organization for ninth and tenth graders have resulted?
- B. What measures have you been able to take to relieve overcrowding?

IV. Integration and desegregation

- A. What is the ethnic census as of Oct. 31, 1966 for (a) total school population (b) tenth grade (c) ninth grade?
- B. What has been the ethnic trend over the past five years?
- C. To what extent are the subject classes organized according to academic ability? Which ones?
- D. To what extent are the subject classes and home rooms desegregated?
- E. Which curricular activities are organized so that students from various ethnic, racial and social backgrounds have an opportunity to be together?
- F. What activities has the school created which foster integration among students in a learning situation?
- G. What school activities have been sponsored to promote ethnic and racial integration?
- H. What is the ethnic distribution among the student leaders in the school?
- I. What is the ethnic distribution among (a) school personnel (b) aides (c) volunteers (d) custodial staff?
- J. What is the ethnic makeup of the parent association leaders and members?

V. Student Census

A. Tenth graders

1. What was the ninth grade register on June 30, 1966?
2. What was the tenth grade register on Oct. 31, 1966?
3. How many of these tenth graders were in the school during the previous year?
4. How many of last year's ninth graders are (a) holdovers (b) transferred to non-academic high schools (c) transferred to non-public schools (d) were discharged to out of N.Y.C. schools (e) were drop outs?
5. What course of study are last year's ninth graders following?
6. What changes in course of study were made by these tenth graders as compared to last year?

B. Ninth Graders

1. How many ninth graders were scheduled to enter the ninth grade in June 1966? What was the ethnic composition of this prospective entering class?
2. What was the size and ethnic composition of the ninth grade on Oct. 31, 1966?
 - (a) how many were free choice students? from which schools?
 - (b) what were the main feeder junior high schools? how many from each?
3. Indicate how many enrolled in each of the tracks or courses offered, such as remedial reading, 9th year math and foreign language.

VI. Evaluation

1. What are your reactions to this evaluation?
2. What suggestions and recommendations can you offer the evaluators?

Note: On original questionnaire, questions calling for extended comments allowed considerably more space than is shown here.

Title I Evaluations

November 21, 1966

Response Form
High School Administrator's Questionnaire

School..... Principal..... Date.....

Interviewed by..... Date.....

1. School Organization and Administration

A. Additional personnel needed for realizing objectives of Program

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

Comment:

B. Additional facilities needed:

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

Comment:

C. Changes in personnel and facilities this year:

1. For ninth grade
2. For tenth grade

D. Administrative adjustments over the past three years

1. Ninth grade
2. Tenth grade

II. Curriculum Modifications

A. Ninth Grade offerings - (appended educational guidance materials,
if available)

1. Changes this year
2. Changes last year

B. Tenth Grade programs

1. Changes this year
2. Changes last year

Comment:

III. Overcrowding:

1. Estimate of percentage school utilization this year last year
2. Problems resulting from overcrowding
3. Measures taken to relieve overcrowding

Comment:

(continued)

IV. Integration and desegregation

A. Ethnic census as of Oct. 30, 1966 (from Board of Educ., S.D.
1090 D form)

Group	Total	Numbers			Percentages		
		PR	N	O	PR	N	O
School Wide							
Ninth Grade							
Tenth Grade							

B. Trend in past five years

C. Classes organized on basis of academic ability and performance
1. How many? (9th and 10th grades)

2. Which ones?

D. How many of the subject classes enroll more than Home rooms

	PR	N	O	PR	N	O
5 %						
10 %						
25 %						
50 %						
75 %						

Comments:

E. Curricular activities organized to promote Integration (school wide)

F. Learning situations created by school to foster integration

G. School activities (extracurricular) sponsored to promote integration

H. Ethnic Distribution among: (estimates)

	PR	N	O
1. Student Leaders			
2. School Personnel			
a. Aides			
b. Volunteers			
c. Custodial Staff			
3. Parent Association Leaders			
Membership			

Comments:

V. Student Census

A. Tenth Grade	No.	PR	N	O
1. On register June 30, 1966 when they were in 9th grade
2. Promoted ninth graders on register Oct. 31, 1966
3. Entering "junior high school" tenth graders on register Oct. 31, 1966
4. Tenth grade holdovers on register Oct. 31, 1966

	No.	PR	N	O
5. Transfers to non-academic high schools between June 30 and Oct. 31, 1966
6. Transfers to non-public schools between June 30 and Oct. 31, 1966
7. Discharged to schools outside N.Y.C. between June 30 and Oct. 31, 1966
8. Drop outs
B. Ninth Grade				
1. Register as of June 1966
2. Register as of Oct. 31, 1966
3. Holdovers:				
a. Free Choice students
b. Junior high schools
c. Other schools
C. Enrollment - course of study followed				
1. Ninth grade				
a. Rem. Eng.
b. Rem. arith.
c. 9th gr. math.
d. For. Lang.
e. Others_____
2. Tenth grade				
a. Rem. Eng.
b. Rem. arith.
c. 10th gr. math.
d. For. Lang.
e. Others_____

Comments:

VI. 1. Reactions to this evaluation

2. Suggestions and recommendations to evaluators

Note: Please append any printed notices or schedules which will provide information dealing with the organization, administration, and curriculum of the school.

B9

Center For Urban Education
33 West 42nd Street
New York, New York 10036

Project: High School Grade Reorganization
Project Director: Edward Frankel

Title I Evaluation

March 20, 1967

To: Principals of Academic and Vocational High Schools Participating in Evaluation
Re: Second Phase of Evaluation Study

Dear Principal:

The first phase of our evaluation of the high school reorganization plan has been completed and we are currently preparing a report of our findings. We are now ready for the second phase of the study which focuses on the operation of the transfer plan in the schools, that is, the experiences of the high schools and of the disadvantaged ninth and tenth graders who were transferred from segregated, truncated junior high schools.

The design calls for an assessment of the operation of school organization and services, curriculum, integration, and student achievement. The procedure involves administrators, chairmen, teachers, and students. Data are to be gathered by questionnaires, interviews, and observations.

We are enclosing copies of questionnaires for (a) administrators, including ninth and tenth-grade guidance counselors, (b) chairmen of English, social studies, science, and mathematics departments, (c) teachers of disadvantaged ninth and tenth graders.

It is suggested that the questionnaires for chairmen be distributed by you and that the department chairmen distribute the questionnaires for ninth and tenth-grade teachers. We urge you to complete these questionnaires by April 14, 1967, and return them to me on that date.

Because of the pressure of time, we will be unable to engage in an in-depth study of all nine high schools. Four schools have been selected for intensive appraisal.

A few days after you receive this letter, if you are a principal of one of the four schools selected, you will be contacted by a member of the evaluation team to make arrangements for (a) interviewing the chairmen of the English and social studies and mathematics departments, (b) interviewing two teachers in each of these departments, (c) visiting the classrooms of these teachers, and (d) administering a student questionnaire to a ninth and a tenth-year class in English as well as a ninth and a tenth-year class in mathematics for disadvantaged students.

We shall also be examining the school records of ninth and tenth graders to follow up last year's sample and to select a comparable sample from the current ninth-grade class. This will be done by our clerical staff.

We shall make every effort not to disrupt the school routine and we are hoping for your cooperation.

For further discussion or information communicate with Dr. Frankel at Center for Urban Education (244-0300) or with the member of the evaluation team who will contact you.

Center For Urban Education
High School Grade Reorganization Plan

Evaluation Director: Edward Frankel

March 20, 1967

Questionnaire For School Administrators

School Principal Date

Other Participating Administrators:

Compare the disadvantaged ninth graders of last year and those of this year with respect to the items listed below. Add comments if you wish. Use the following five point rating scale to indicate the direction and the magnitude of the change.

Rating Scale

..... 1 2 3 4 5
 great increase moderate increase no change moderate decrease great decrease

<u>Item</u>	<u>Rating</u>	<u>Comment</u>
a. Number of "incidents"	a. a.	
b. Truancy	b. b.	
c. Lateness	c. c.	
d. Cutting	d. d.	
e. Disciplinary offenses	e. e.	
f. Dropouts	f. f.	
g. Participation in school activities	g. g.	
h. Referrals to social agencies	h. h.	
i. Referrals to health and medical agencies	i. i.	
j. Parent participation	j. j.	
k. Immediate community participation	k. k.	
l. Teacher complaints against students	l. l.	
m. Student complaints against teachers	m. m.	

High School Administrators' Questionnaire

<u>Item</u>	<u>Rating</u>	<u>Comment</u>
n. Parent complaints against teachers	n. n.	
o. Student initiated ethnic integration	o. o.	
p. Student morale	p. p.	
q. Teacher morale	q. q.	
r. Other significant changes		

II. Guidance

This section of the questionnaire is concerned with the nature, scope and effectiveness of the guidance services which are currently available to disadvantaged ninth and tenth graders. Each guidance counselor working with these students should complete a separate form independently.

Counselor of Grade..... No. of years as counselor..... of ninth grade.....

of tenth grade..... as teacher..... No. of periods per week devoted to

counseling..... Number of students in your counseling group.....

A. Estimate the percentage of disadvantaged students referred to you from the following sources:

- | | |
|--------------------------------|---------------------------------------|
| 1. School administrators | 6. Referred by outside agencies |
| 2. Home room teachers | 7. Others- indicate _____ |
| 3. Subject teachers | 8. _____ |
| 4. Parents | |
| 5. Students themselves | _____ |

Note: 1-8 must total

100%

High School Administrators' Questionnaire

B. Estimate the change in the amount of time spent with the following problems related to disadvantaged students this year as compared to last year. Use the rating scale below.

	1 significantly more	2 somewhat more	3 about the same	4 somewhat less	5 considerably less
A. school work		H. peers	
B. emotional		I. cyesis	
C. health		J. venereal diseases	
D. financial		K. sex (other than 9 and 10)	
E. disciplinary		L. Severe emotional disturbances	
F. home conditions		M. Others _____	
G. parental				

III. Other Services

Indicate the extent to which the following services are available through the school to disadvantaged students by (N) not available (I) inadequate (A) adequate

	Rating	Comment
1. employment opportunities provided by or thru the school	1.	1.
2. stipends	2.	2.
3. clothing	3.	3.
4. food	4.	4.
5. health services	5.	5.
6. funds for purchase of school supplies	6.	6.
7. cultural opportunities	7.	7.
8. sex education	8.	8.
9. psychiatric services	9.	9.
10. social services	10.	10.
11. information about new services available under N.Y. State Medicaid	11.	11.
12. Others	12.	12.

Comment:

Center For Urban Education

High School Grade Reorganization Plan

Evaluation Director: Edward Frankel

March 20, 1967

Questionnaire For Department Chairman

School.....Department.....Interviewed by.....Date.....

How long as chairman in this school.....in other schools.....as teacher.....

The purpose of the inquiries which follow is to assess the changes which have taken place in your department in the past few years as they relate to disadvantaged ninth and tenth graders.

I. Organization and Administration		Ninth Grade		Tenth Grade	
1. Does the department offer special courses for educationally disadvantaged students? (circle your answer)		yes	no	yes	no
2. a. How many remedial classes?		_____	_____	_____	_____
b. How many general classes?		_____	_____	_____	_____
c. How many tutorial groups or classes?		_____	_____	_____	_____
3. How many of the following classes are taught by teachers with at least 3 years experience?	Remedial	_____		_____	
	General	_____		_____	
4. What is the average class size this year as compared to last year in the following types of classes:		1965	1966	1965	1966
	Remedial	_____	_____	_____	_____
	General	_____	_____	_____	_____
	Academic	_____	_____	_____	_____
5. How are teachers selected for remedial and general classes: check the proper space		Rem.	Gen.	Rem.	Gen.
	a. volunteers	_____	_____	_____	_____
	b. selection by chairmen	_____	_____	_____	_____
	c. rotation	_____	_____	_____	_____
	d. tradition	_____	_____	_____	_____
	e. others	_____	_____	_____	_____
6. Is reading ability the prime criterion for grouping students? Circle your answer.		yes	no	yes	no
What other criteria are used?		_____		_____	

Departmental Chairmen

March 20, 1967

7. Indicate by a check which of the following classes are homogeneously grouped:
- | | | | | |
|----------|-------|-------|-------|-------|
| Academic | _____ | _____ | _____ | _____ |
| General | _____ | _____ | _____ | _____ |
| Remedial | _____ | _____ | _____ | _____ |
8. Indicate the percentages of classes which are at least 50% Negro and Puerto Rican?
- | | | | | |
|-------|-------|-------|-------|-------|
| Rem. | _____ | _____ | _____ | _____ |
| Gen. | _____ | _____ | _____ | _____ |
| Acad. | _____ | _____ | _____ | _____ |
| | Ninth | | Tenth | |
| | yes | no | yes | no |
9. Have you been able to place disadvantaged ninth and tenth graders on the office squad?
What is the ethnic composition of the office squad?
- | | |
|----|-------|
| PR | _____ |
| N | _____ |
| O | _____ |
10. What is the ethnic composition of your departmental teachers?
- | | |
|----|-------|
| PR | _____ |
| N | _____ |
| O | _____ |
- II. Curriculum: please append copies of special syllabi for the disadvantaged and of the January 1967 uniform midyear examinations.
1. When were curriculum changes for disadvantaged students introduced in the department? indicate year _____
2. Are there plans for curriculum changes for next year? yes no yes no
If yes, state the nature of the changes
3. Are the present curriculum modifications
- | | | |
|--|----------|-------|
| (a) simplification of topics for the average student | a. _____ | _____ |
| (b) new approaches and topics (check) | b. _____ | _____ |
| (c) others | c. _____ | _____ |
4. Have new books been introduced for the courses for disadvantaged
Have new materials been introduced
If yes, describe them briefly
- | | | | |
|-----|----|-----|----|
| yes | no | yes | no |
| yes | no | yes | no |
5. How many of your teachers are regarded as "successful" with the disadvantaged students _____
6. What specific methods used by these teachers have proven effective?

Departmental Chairmen

March 15, 1967

7. What specific assistance is given to the teachers of the disadvantaged students

8. Have the teachers of disadvantaged students any special qualifications such as experience, training
If yes, state what it is

yes	no	yes	no
-----	----	-----	----

9. Has the department received any assistance either from the school or from outside sources in making curriculum changes?
If yes, state source

.yes	no	yes	no
------	----	-----	----

10. Do the teachers participate and contribute to curriculum making and revisions?
If yes, what is the nature of their contribution?

yes	no	yes	no
-----	----	-----	----

11. Is there a systematic program for continuous curriculum revisions for the disadvantaged?

yes	no	yes	no
-----	----	-----	----

12. Are there administrative allowances for the teachers of the disadvantaged?
If yes, explain the nature of the allowance.

yes	no	yes	no
-----	----	-----	----

13. What are your recommendations for improving the departmental offerings for disadvantaged

Ninth	Tenth
-------	-------

14. What is your general estimate of the present departmental offerings for the disadvantaged?

Excellent	good	fair	poor	very poor		
5	4	3	2	1	_____	_____

Explain your rating

15. Do you think the present transfer plan will achieve quality integrated education?

If not, what alternative plan would you offer?

Center For Urban Education

High School Grade Reorganization Plan
 Evaluation Director: Edward Frankel

March 15, 1967

Questionnaire for Classroom Teacher

Over the past two years, a substantial number of ninth and tenth graders from disadvantaged and segregated areas of the city have been admitted to the school. This is part of the plan of the Board of Education to achieve excellence in education and to improve ethnic balance in the schools of the city. In order to accommodate these youngsters, many of whom are educationally retarded, the school has instituted organizational and curricular changes.

A sampling of ninth and tenth grade teachers who had had direct contact with these youngsters are being asked to evaluate these changes. Will you please complete this questionnaire as accurately and as completely as possible. In order to promote an objective assessment, anonymity is being observed. You may also be interviewed.

Background of Teacher

Interviewed by Date

License Subject taught Sex How long in this school....

How long in teaching Contact with 9th or 10th graders outside of classroom

as - official teacher faculty club sponsor etc

		Number of classes	
School year	Subjects taught	9th grade	10th grade
1965-66			
1966-67			

- | 1. Organization | Ninth Grade | | Tenth Grade | |
|--|-------------|----|-------------|----|
| 1. Is the size of your special classes for disadvantaged students conducive to effective teaching?
If no, explain - | yes | no | yes | no |
| 2. What special qualifications do you have for teaching these youngsters? (experience, courses, etc.) | | | | |
| 3. What special qualifications do you think teacher of disadvantaged students ought to have? | | | | |
| 4. Have you developed any special techniques for teaching these youngsters?
If yes, what are they? | yes | no | yes | no |

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5. Has there been a change in the books and materials used in the classes for disadvantaged students? yes no yes no

Are you satisfied with this change?

If not, what do you suggest?

Classroom Teacher's Questionnaire

Ninth Grade

March 15, 1967

Tenth Grade

6. On what basis were you assigned to teach classes for the disadvantaged?
(check in proper box)
- | | | |
|--------------|-------|-------|
| a. Volunteer | _____ | _____ |
| b. selected | _____ | _____ |
| c. rotation | _____ | _____ |
| d. other | _____ | _____ |
7. Are you getting assistance in teaching these classes? yes no yes no
If yes, state the source and the nature of the assistance.
8. Are you receiving any special allowance in time for teaching these students? yes no yes no
If yes, how much time?

II. Curriculum

1. Evaluate the present syllabus as meeting the needs of disadvantaged students using the following scale:
- | | | | | |
|-----------|------|------|------|-----------|
| excellent | good | fair | poor | worthless |
| 1 | 2 | 3 | 4 | 5 _____ |

What are its weaknesses?

What are its strengths?

What changes would you make?

2. Are there opportunities within the present framework of the syllabus to consider such significant topics as:

integration	yes	no	yes	no
minority group membership	yes	no	yes	no
poverty	yes	no	yes	no
value of education for future life's work	yes	no	yes	no
consumer education	yes	no	yes	no

3. Did you contribute to the construction of the syllabus you are teaching?
If yes, what was your contribution?
- | | | | |
|-----|----|-----|----|
| yes | no | yes | no |
|-----|----|-----|----|

III. Students

1. Compare the disadvantaged youngsters of last year with those who are in your classes this year, using the scale below:

1	2	3	4	5
much better	somewhat better	about the same	somewhat worse	much worse

	Ninth Grade	Tenth Grade
1. Academic achievement	1.	1.
2. Participation in class	2.	2.
3. Attendance	3.	3.
4. Attitude toward teacher	4.	4.
5. Discipline	5.	5.
6. Homework	6.	6.
7. Cutting	7.	7.
8. Attitude toward peers	8.	8.
9. Respect for the rights of others	9.	9.
10. Others _____	10.	10.

IV. Integration

1. Do you think that the present transfer plan will achieve quality integrated education?

If not, what alternative plan would you offer?

Center For Urban Education

High School Grade Reorganization Plan

Evaluation Director: Edward Frankel

March 15, 1967

Observation Schedule
Classroom

Name of Observers _____ and _____ Reporter _____

Date _____ School _____ Grade _____ Subject _____ Period _____

Kind of class _____ Register _____ Attendance _____ Ethnic composition _____

Topic _____ Activity _____

Time: Start _____ End _____

The observers will spend exactly 15 minutes in the classroom and will assess each aspect of the lesson on the following five point scale independently

	practically non-existent	limited	moderate	great extent	nearly complete	no basis		
	1	2	3	4	5	0		
	Rating -							Av. Rating
	1	2	3	4	5	0	Comments	
_____ A. Democratic atmosphere	6	3	18	3	0	2		2.60
_____ B. teacher-student interaction	0	8	13	9	0	2		3.03
_____ C. student-student interaction	23	5	2	2	0	0		1.47
_____ D. interracial and interethnic student acceptance	0	0	5	3	3	17		3.82
_____ E. physical integration - seating	1	1	5	15	7	3		3.77
_____ F. disorderly, disruptive behavior	25	3	1	2	0	1		1.36
_____ G. apathy and indifference on part of students	11	7	11	2	0	1		3.10
_____ H. indifference on part of teacher	24	7	0	0	0	1		1.22
_____ I. individual attention	0	13	11	5	3	0		2.94
_____ J. student self-direction	6	14	6	4	2	0		2.44
_____ K. meeting the needs of these students	0	13	14	5	0	0		2.78

Comments:

Center For Urban Education

High School Grade Reorganization Plan

Evaluation Director: Edward Frankel

March 15, 1967

Student Questionnaire

The purpose of this questionnaire is to record your reactions to this high school and to the program of study you are following. We are interested in students who entering this high school from junior high schools either last year in September 1965 or this year September 1966.

We are not asking you to tell us your name or home address. We are interested only in your answers to our questions. We want these answers to be what you really think and believe. This will help us to find out more about this school and how it is helping or not helping you. All information you give is strictly confidential. Your teacher will not see your answers. Thank you for your cooperation.

School Grade Subject class Sex M F

Neighborhood in which you live (not your home address)

No. of J.H.S. from which you came When did you enter this school.....

Do you plan to (a) drop out of school before graduation (b) graduate (c) go to college (d) go to another kind of high school (underline your answer)

What kind of job are you planning to get?

Are you taking the academic commercial general course? (underline your answer)

How do you rate this school? excellent good fair poor

If you had to do it again, would you (a) come to this school _____
 (b) go to another school _____ which other school
 (underline your answer) (c) quit school _____ Do what instead

Which subject in your program do you:

like least like most

find easiest..... find hardest.....

Which subject(s) would you like to take that are not on your present program.....

In which class or classes (do not name the teacher)

- (a) are you encouraged to continue school
- (b) do you discuss such topics as integration, poverty, etc.....
- (c) do you have a teacher who cares a great deal about you
- (d) are you encouraged to express yourself freely
- (e) do you get individual attention

Student Questionnaire

March 15, 1967

How has the school changed you? Using the numbers of the five point scale below rate yourself on the following items:

	<u>Circle the number which describes the change</u>				
	<u>Rating Scale</u>				
	greatly improved	somewhat improved	no change	somewhat worse	much worse
a. realizing the need for schooling	1	2	3	4	5
b. desire to get ahead	1	2	3	4	5
c. ability to get along with others	1	2	3	4	5
d. self confidence	1	2	3	4	5
e. sticking to a job and finishing it	1	2	3	4	5
f. volunteering in class	1	2	3	4	5
g. doing the best you can	1	2	3	4	5
h. helping others in class	1	2	3	4	5
i. respecting the rights of others	1	2	3	4	5
j. desire to do well in school	1	2	3	4	5

Do you take part in any of the following school activities:

circle one		If you do not take part in any of these, give reason by underlining one of the following:
a. clubs	yes no	
b. squads	yes no	
c. athletic teams	yes no	
d. student govt.	yes no	
e. school dances	yes no	1. Live too far from school, takes too much time
		2. have a job after school
		3. not interested in school activities
		4. late session

How important is it to you to go to an integrated school? Scale (underline your answer)

very important important not important

Why? _____

Student Questionnaire

March 15, 1967

Name an activity in which you would be interested if the school had it?

What do you like best about this school? _____

What do you like least about this school? _____

If you were the principal of this school, what changes would you make? _____

APPENDIX C

Staff List

Dr. Edward Frankel, Evaluation Chairman
Associate Professor of Education
Hunter College (Bronx)

Dr. Bernard Flicker
Department of Education
Hunter College

Dr. Perry Kalick
Assistant Professor of Education
Hunter College

Dr. Samuel Moskowitz
Principal - Retired
N. Y. C. High School
N. Y. C. Public School System

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